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ABSTRACT

A teaching handbook accompanying North Carolina's revised competency-based curriculum for second language instruction in elementary and secondary schools is presented. An introductory section outlines the philosophy and rationale behind the curriculum and its revision, discusses the role of thinking skills in learning, briefly describes programs for exceptional children, and provides notes for the handbook's user. Most of the handbook consists of a description of and notes on the curriculum, treated separately for modern languages and classical languages. For each language group, the guide outlines the instructional purposes, gives a curriculum overview, charts the course of study, notes expectations of learning outcomes in each language skill area, and lists the major and specific skill emphases at each grade level. For modern languages, these grade levels are K-3, 4-6, 7-8, and 9-12. For classical languages, they are 7-8 and 9-12. Appended materials include the text of the state's 1984 school reform act, state policy for the standard course of study, state course requirements for high school graduation, an outline of the state's honors requirements, a sample page from the competency-based curriculum, testing requirements, notes on the textbook adoption process in North Carolina, an organizational chart for instructional services, and a form for suggested additions or revisions. (MSE)

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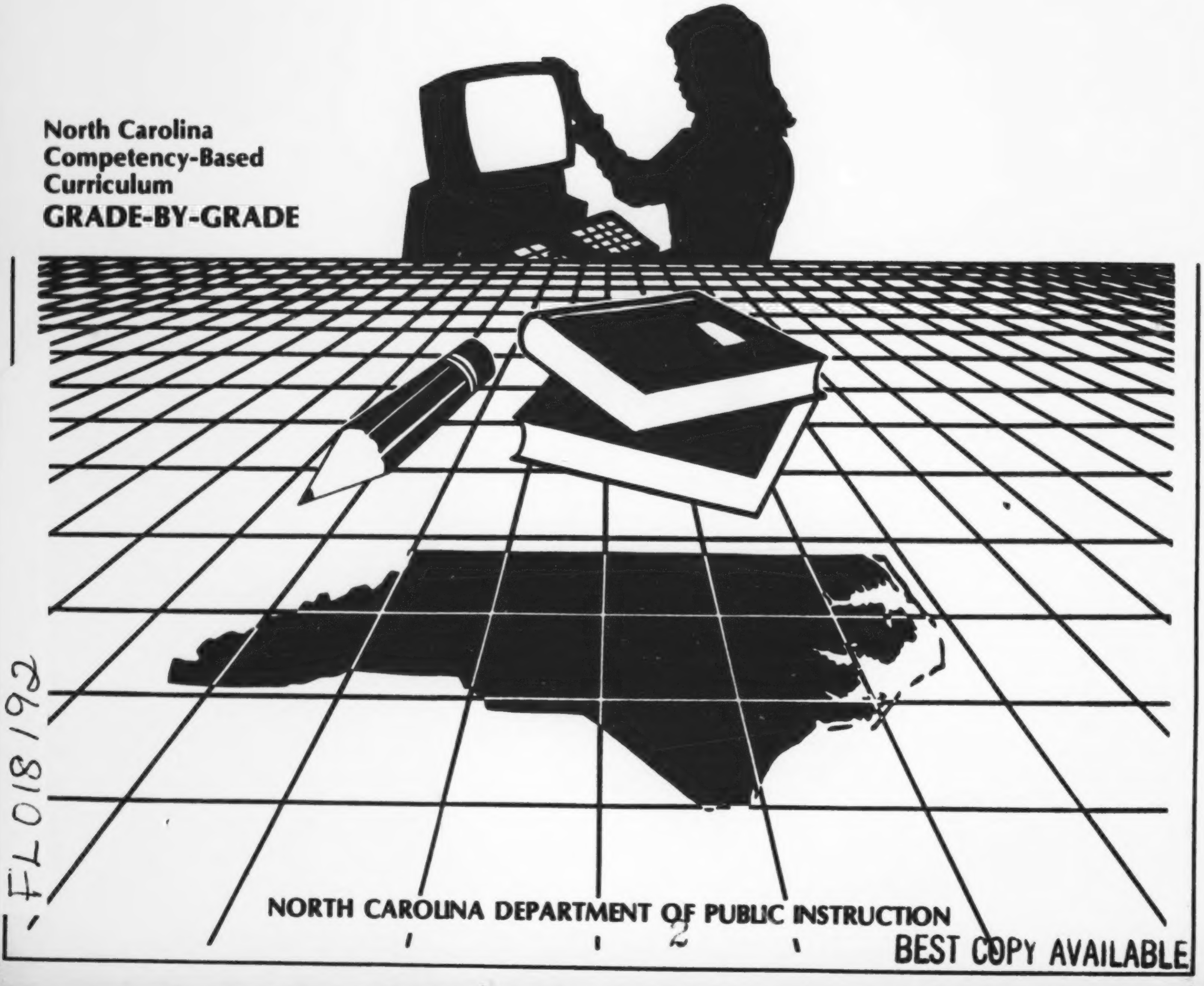
TEACHER HANDBOOK
SECOND LANGUAGE STUDIES
K-12

**North Carolina
Competency-Based
Curriculum
GRADE-BY-GRADE**



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NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

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TEACHER HANDBOOK

SECOND LANGUAGE STUDIES

GRADES K-12

North Carolina Competency-Based Curriculum

Division of Communication Skills
Instructional Services
North Carolina Department of Public Instruction

Raleigh, North Carolina
1985

FL018192

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Foreword

As a result of the Elementary and Secondary School Reform Act of 1984 and the appropriation which accompanied this act, the North Carolina State Department of Public Instruction engaged in an extensive audit and revision of curriculum throughout the summer and fall of 1984. The products of this work, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum, provide a detailed, integrated basic course of study for all subjects at all grade levels.

The North Carolina General Assembly has also made a commitment to the development of a basic education program. This program includes the staffing and material support needed for the full implementation of the North Carolina Standard Course of Study and the competency-based curriculum in all public schools throughout the State. The financial support of the General Assembly and the work of educators throughout the State in developing the competency-based curriculum are important contributions to our continuing efforts to provide a quality education for every child residing in North Carolina.

A. Craig Phillips
State Superintendent of Public Instruction

Acknowledgements

The Instructional Services Area of the Department of Public Instruction acknowledges with gratitude the outstanding cooperation and assistance we have received from individuals and groups throughout the State of North Carolina. Without such cooperation, the development and printing of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum would not have been possible.

We wish to express a special thanks to:

- the North Carolina General Assembly for providing the funds to make this important work possible,
- more than 8000 local educators who participated in the writing of the documents and in reacting to early drafts,
- almost 300 persons from institutions of higher education who advised the staff and assisted in the development of the curriculum,
- Raleigh-based and regional staff in the Divisions of Arts Education, Communication Skills, Computer Services, Exceptional Children, Healthful Living, School Media Programs, Mathematics, Science, Social Studies, Student Services, and Vocational Education. These Public Instruction staff members carried the primary responsibility for planning, writing, and editing the curriculum.
- the Controller's Office in the Department of Education for excellent assistance in designing a computer program for storing and printing the Standard Course of Study and the competency-based curriculum,
- the Division of School-Community Relations for technical assistance in the publication of the documents,
- all areas of the Department of Public Instruction for their encouragement and invaluable assistance in numerous ways,
- Kay Barbour and Janice Royster who word-processed the entire 8000 pages, and
- especially Dr. Barbara Holland Chapman who coordinated the development of the Standard Course of Study and the competency-based curriculum. Her untiring efforts have contributed significantly to the quality of these documents.

The involvement of the entire education community in the writing of the curriculum truly makes it a North Carolina curriculum of which the State can be justifiably proud. We look forward in the coming years to working with all of you in revising and improving the competency-based curriculum in order that it will continue to meet the needs of the children of North Carolina.

Joseph B. Webb

Joseph B. Webb
Assistant State Superintendent
Instructional Services

BACKGROUND AND OVERVIEW

Introduction

Immediately following the passage of the Elementary and Secondary Reform Act in June of 1984, the area of Instructional Services within the North Carolina State Department of Public Instruction began a revision of the North Carolina Standard Course of Study and the development of the Teacher Handbook for the competency-based curriculum. These efforts represent a significant part of the development of a basic education program for North Carolina's Public Schools.

Three publications hold the results of our efforts to define a basic education program for the State: The Basic Education Program for North Carolina's Public Schools, North Carolina Standard Course of Study, and the Teacher Handbook for the competency-based curriculum. The Basic Education Program for North Carolina's Public Schools outlines the curriculum, programs not confined to subject areas, general standards, material support, and staffing which should be provided in all schools throughout the State. The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

The first step taken in auditing and refining the curriculum in each subject or skills area was to review and synthesize the reports of curriculum review committees and the work contained in two earlier publications (Course of Study for Elementary and Secondary Schools K-12 and Competency Goals and Performance Indicators). The next step was to involve educators from local education agencies and institutions of higher education in working with the North Carolina Department of Public Instruction staff to expand and refine the curriculum. Thousands of persons throughout the State have been involved in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum.

Three important points should be kept in mind when reviewing these documents. First, while the curriculum represents the standard course of study which should be available to all children in North Carolina Public schools, many public schools in the State presently offer an even more comprehensive curriculum. Second, the standard course of study includes the curriculum that should be made available to every child, not what every child is actually required to take. Required subjects or courses are outlined in the appendices.

Third, the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum will never actually be completed. Several steps have been taken to insure that the curriculum may be constantly updated: the documents have been entered on an IBM 5520 computer word-processing program for ease of revision and updating; the competency-based curriculum has been produced in loose-leaf form so that revised or additional pages may easily be added; and included in each document is the name of a contact person within the State Department of Public Instruction to whom staff in local education agencies or others may send suggestions for additions or revisions (Appendix I). As with any viable curriculum, these documents must be constantly open to review, expansion, and revision in order that they continue to meet the needs of the children of the State of North Carolina.

Philosophy and Rationale

The philosophy and rationale underlying the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum imply a context in which the curriculum will be implemented. What follows are definitions of the purposes for which the curriculum was developed and the principles incorporated into its development as well as descriptions of who will implement it and where it will be successfully implemented.

Purposes and Principles

The primary purposes of the North Carolina Standard Course of Study and the competency-based curriculum are (1) to help students become responsible, productive citizens and (2) to help students achieve a sense of personal fulfillment. It is clear that there are competencies which a student must develop in order to meet both of these purposes.

Students must develop the specific competencies needed to gain employment or continue their education. These competencies include critical thinking skills, skills with media and technology, and the basic content knowledge provided within a core curriculum (arts education, communication skills, healthful living, mathematics, science, second language studies, social studies, and vocational education).

Students must develop the skills and attitudes necessary to cope with contemporary society. Among these are a positive attitude toward oneself, a sense of independence and responsibility for oneself, an understanding of oneself and one's own culture, a positive attitude toward others including those who come from different cultures, a respect for the rights of others, a sensitivity to the needs and feelings of others, a sense of responsibility to others, a willingness to cooperate with others in working toward a common goal, and the ability to understand and cope with a constantly changing society.

In order to help students become responsible, productive citizens who have a sense of personal fulfillment, commonly accepted principles of learning have been incorporated into the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum. One of these principles is the importance of integrating the curriculum--of emphasizing the understanding of concepts and processes over the mere acquisition of isolated facts. Stressing the mastery of integrated knowledge helps students to move from what is known to an understanding of the unknown, to see relationships and patterns and begin to make generalizations, to understand the interrelatedness of the subject areas and skills areas, and to succeed in learning. An integrated curriculum helps students learn how to learn.

Another principle considered in the development of the North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum is that learners are more likely to attempt those tasks at which they feel they can succeed and which are relevant to their lives. If students are to be successful in school and if they are to pursue lifelong learning, they must see learning as worthwhile. The competency-based curriculum is, therefore, a program of continuous learning based upon the individual student's needs, interests, and stages of development. The curriculum provides opportunities for the student to develop self-expression, to learn to communicate effectively, to maintain and develop both physical and emotional health, to choose among curriculum electives, and to become an active participant in the learning process. The importance of personalizing the curriculum to help each student reach her/his maximum potential is stressed.

Effective Teachers

It is the classroom teacher at each grade level or in each subject area who has the most direct influence on the implementation of the North Carolina Standard Course of Study and the competency-based curriculum. The ultimate task of integrating the curriculum must be performed by the classroom teacher through preparation for instruction and presentation of content. Student success in learning is assured when teachers use the information gained through monitoring and evaluation to determine appropriate instructional tasks and to provide appropriate feedback to students. What the teacher presents and how the teacher presents it determines whether students feel the task is relevant to their lives. The teacher's efficient management of instructional time and student behavior are also important to the successful implementation of the curriculum in each classroom.

Effective Schools

Several common characteristics will be present in the schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. These characteristics include strong instructional and administrative leadership by the principal of the school, dedicated and qualified teachers, an emphasis on curriculum and instruction, a positive school climate, ongoing evaluation based on student achievement, and good home/school relations. Strong instructional and administrative leadership by the principal means that the principal functions as the instructional leader, supports instructional effectiveness by the way in which the school is managed, and clearly communicates the school's mission to staff, students, and parents. Dedicated and qualified teachers care about their students, understand and support school-wide goals and procedures, work as a team, exhibit positive morale and enthusiasm for their work, and demonstrate their good training through application of the skills involved in quality teaching. An emphasis on curriculum and instruction includes clearly stated school-wide goals and objectives, structured staff development based on the school's goals, curriculum continuity (alignment among school-wide goals, instructional approaches, materials used, and the assessment of students' needs, abilities, and interests), and a high percentage of student time-on-task. Elements of a positive school climate are a safe and orderly environment, a perceptible feeling of pride and school spirit in all that the school does, the communication of high academic and social expectations to students, and opportunities for student responsibility and involvement. Ongoing evaluation based on student achievement begins with early identification of students' needs, abilities, and interests, includes frequent monitoring of student progress in multiple ways (teacher observation, classroom activities, homework, teacher-made tests, mastery skills checklists, criterion-referenced tests), and results in appropriate instructional prescriptions to improve individual student performance and the school-wide instructional program. Good home/school relations are the outgrowth of effective, positive communication between the school and the home. This includes encouraging parents to help their children at home, making them feel they are appreciated by the school staff, and letting them know they are welcome in the school and have a part to play in school affairs. Good home/school relations increase parents' support of the school's instructional goals and disciplinary policies.

The characteristics described above will be found in the elementary, middle/junior high, and high schools which most effectively implement the North Carolina Standard Course of Study and the competency-based curriculum. However, in each of these schools consideration must be given to the unique development needs--intellectual, physical, social, and emotional--of the students served. For example, the need of young children for concrete, hands-on experiences; the need of middle school children for transitional experiences in curriculum choices, scheduling, and conseling; and the need of high school students for the variety of curriculum choices provided by the comprehensive high school.

The North Carolina Standard Course of Study and the competency-based curriculum represent a comprehensive, integrated course of study; however no document by itself has ever made the ultimate difference in the quality of education which children receive. Principals who function as instructional leaders and teachers who make use of their most effective teaching skills will appropriately implement the competency-based curriculum and thus insure that the children of North Carolina receive a quality education.

Thinking Skills

In order to become productive, responsible citizens and to achieve a sense of personal fulfillment, students must develop the ability to think. Thinking skills should be developed and reinforced throughout the curriculum and during every activity of the school day. It is also important that students be helped to apply these skills to "real life" situations outside the school.

The most frequently used system for classifying thinking skills is Bloom's (1956) Taxonomy. This system, with adaptations made by Sanders (1966) and Soar et al. (1969), was used in the integration of thinking skills throughout the Teacher Handbook for the competency-based curriculum. These skills fall into seven broad categories--memory, translation, interpretation, application, analysis, synthesis, and evaluation.

The most basic thinking skills are memory and translation. Memory involves the ability to remember specific pieces of information or facts such as names, dates, events, and rules. Translation requires the student to remember specifics and to understand or express them in her/his own terms. One example of a translation skill is the student's ability to restate a classroom rule in her/his own words. Another example is the ability to read the mathematical symbol "+" as "plus".

Remembering isolated bits of information or even restating that information in one's own words does not necessarily require reasoning on the part of the student. Higher-level thinking skills are defined as those processes which require thinking or reasoning above the levels of memory or translation--interpretation, application, analysis, synthesis, and evaluation.

Students begin to demonstrate their ability to reason through interpreting information, applying what is learned in one situation to a new situation, and analyzing information. Ways in which a student might demonstrate the ability to interpret information are to list the similarities and differences between two or more objects or to tell why a particular classroom rule was established. A student demonstrates a degree of ability in the category of application when s/he is able to explain how the principle of representative government at the state and federal levels may apply to the election of officers to the student council. A student who reads a newspaper editorial and is able to distinguish fact from opinion, point out unstated assumptions, and recognize bias is demonstrating skills of analysis.

When students apply skills of analysis, they are taking apart a whole. When students apply synthesis skills, they are creating a whole that is unique or new to them. Synthesis is usually equated with creativity. Composing a song, building a model house, or formulating a hypothesis during a science experiment are examples of synthesis activities.

Evaluation is distinct from opinion in that evaluation is the conscious making of judgments based on evidence or criteria. Opinion is usually formed from an emotional or affective base. Students serving as jurors during a simulated trial are using evaluation skills or making judgments based on evidence. Students critiquing one another's writing based on established elements of style are using evaluation skills or making judgments based on criteria.

To insure that students develop higher-level thinking skills they should be guided in the use of these skills in each subject area at each grade level and in their application to "real life" situations. When developing lesson plans, teachers should prepare tasks and questions at a variety of cognitive levels. However, strict adherence to previously prepared questions may inhibit rather than enhance a class discussion. Furthermore, it is often difficult to think of appropriately worded higher-level questions in the midst of a good classroom discussion. The following simple strategies will lead to the asking of higher-level questions and the giving of higher-level responses:

1. Before starting an activity, explain to the learner what you are going to do.
2. Before starting an activity, give the learner time to familiarize her/himself with the materials.
3. Ask questions which require multiple word answers. (e.g., "Why did he choose that path?")
4. Ask questions which have more than one correct answer. (e.g., "What things make people happy?")
5. Encourage the learner to enlarge upon her/his answer. (e.g., "Tell us more about that.")
6. Get the learner to make judgments on the basis of evidence rather than by guessing. (e.g., "You said . . . Read the line in the book that made you think that.")
7. Give the learner time to think about the problem; don't be too quick to help. (e.g., Wait at least five seconds before prompting or asking another question.)
8. Get the learner to ask questions. (e.g., "If the astronaut were in our classroom, what questions would you ask her?")
9. Praise the learner when s/he does well or takes small steps in the right direction.
10. Let the learner know when her/his answer or work is wrong, but do so in a positive or neutral manner. (Desirable Teaching Behavior Task Force, 1976)

The following are examples of two levels of activities (K-1 and above K-1) within the seven categories of thinking skills and two categories of questions or statements (affectivity and procedure) outside the seven categories of thinking skills:

Florida Taxonomy of Cognitive Behavior--K-1 Form (Soar et al., 1969)

1. Memory--items at this level are intended to represent no activity other than rote memory. The pupil is expected to give back an idea in the same form it was given, without changing the nature of the idea or the form in which it was expressed.

   a. repeats from memory
   b. repeats other
   c. repeats in sequence
   d. choral response
   e. spells
   f. gives/receives information
   g. seeks information

2. Translation--the intent of this category is to identify pupil activities involved in changing the form in which an idea is expressed, but not in changing or manipulating the idea itself.

   a. sounds letters
   b. names pictures, objects, colors, letters
   c. copies letter, number, work (learned)
   d. gives/follows directions
   e. describes situation, event
   f. reports experience (2+ thoughts)
   g. describes situation, event
   h. recognizes word (sight words)
   i. translates one language into another or vice versa
      (e.g., math symbols into words or Spanish into English)
   j. asks/gives permission
   k. puts into own words

3. Interpretation--the activities in this category are those of making comparisons, identifying similarities or differences, identifying relatedness, or carrying out a process in which the child has previously been instructed, when told that the process is appropriate.

   a. sounds out word
   b. classifies (1 attribute)
   c. counts
   d. adds/subtracts
   e. uses units, tens
   f. compares letters, numbers
   g. copies letters(s), number(s)--learning
   h. gives class name (vehicle, etc.)
   i. identifies similarities, differences
   j. asks/gives reason (opinion)
   k. names sensation
   l. performs learned task or process
   m. relates terms (e.g., 1/first, little/small, purple/violet/lavender)
   n. makes comparisons
   o. describes what may be seen to be happening in a picture

4. Application--one of the central aspects of application is that the student is able to select from past learning that which is appropriate for the current situation, and apply it. In interpretation a process was carried out when specified, but here the pupil must decide her/himself what process should be applied. Organization and the interrelationships between two or more ideas are central.

   a. classification (2+ attributes)
   b. directs learning game
   c. creates arithmetic problem
   d. writes/types sentence
   e. asks/tells who, what, or where
   f. seriates (alphabetizes)
   g. applies previous learning to new situation
   h. reads (thought unit)
   i. selects and carries out process

5. Analysis--the central elements in this category are those of inferring causation, motivation, or feelings from information given about the setting and the behavior of the people involved, or of identifying information which supports a conclusion, or establishing the accuracy of a process. The selection and use of relevant supporting data is the central process.

   a. verifies equation balance
   b. infers feeling or motive
   c. infers causality (tells why)
   d. cites evidence for conclusions

6. Synthesis--the central idea of the synthesis category is that the child organize ideas in a way that is new to her/him, or projects probable consequences of a given behavior, or formulates a plan or set of rules to deal with anticipated difficulties, or produces something which is new to her/him.

   a. elaborates on picture or story
   b. proposes plan or rule
   c. play-acts
   d. makes up story
   e. makes fantasied object (e.g., sand or clay)
   f. makes common object (e.g., sand or clay)
   g. draws/colors common object
   h. draws/colors fantasied object
   i. makes predictions based on available facts

7. Evaluation--the central concept of evaluation is that there must exist a set of standards or criteria against which behavior or some sort of product is compared.

   a. compares with criteria or rule
   b. compares with plan

Florida Taxonomy of Cognitive Behavior (Brown et al., 1968)

1. Knowledge (memory)

1.1 Knowledge of Specifics--requires the memorization of information or knowledge which can be isolated or remembered separately, the smallest meaningful bits.

a. reads
b. spells
c. identifies something by name
d. defines meaning of term
e. gives a specific fact
f. tells about an event

1.2 Knowledge of Ways & Means of Dealing with Specifics--requires knowledge about the manner in which specific information is handled--the ways of organizing, working, and evaluating ideas and phenomena which form the connecting links between specifics. It does not require the learner to deal actually with the specifics her/himself, but rather to know of their existence and possible use. Thus, s/he may be expected to state a previously encountered principle or generalization, but not to develop one. The items which belong to this category refer to processes rather than products of processes; they usually represent higher abstractions than the items of the preceding category.

a. recognizes symbol
b. cites rule
c. gives chronological sequence
d. gives steps of process, describes method
e. cites trend
f. names classification system or standard
g. names what fits given system or standard

1.3 Knowledge of Universals & Abstractions--deals with the highest of abstractions at the memory level. In order to evidence this behavior the individual must know major generalizations, their interrelations, and patterns into which information can be organized and structured. These items reflect the major concepts which comprise the framework of a discipline or major area of knowledge. The four items in this category are descriptions of behavior which would identify or verbalize a major concept.

a. states generalized concept or idea
b. states a principle, law, or theory
c. tells about organization or structure
d. recalls name of principle, law, or theory

2. Translation--is dependent upon possession of relevant knowledge. The task is to convert communication into known terms; it requires the understanding of the literal message in the communication. Communication is used here in its broadest sense; it could be a demonstration, a field trip, a musical work, a verbal message, or be demonstrated in pictorial or symbolic form.

   a. restates in own words or briefer terms
   b. gives concrete example of an abstract idea
   c. verbalizes from a graphic representation
   d. translates verbalization into graphic form
   e. translates figurative statement to literal statement or vice versa
   f. translates foreign language into English or vice versa

3. Interpretation--individual not only identifies and comprehends ideas, as in translation, but also understands their relationships. It goes beyond repetition and rephrasing the parts of a communication to determine the larger and more general ideas contained in it. Thus, comprehension may require reordering into a new configuration in the mind of a person, involving the determination of the relative importance of ideas and the interrelationships. However, the thinking is dependent upon what is given to the student--s/he is not expected to bring abstractions from other experiences into the situation.

   a. gives reason (tells why)
   b. shows similarities or differences
   c. summarizes or concludes from observation of evidence
   d. shows cause and effect relationship
   e. gives analogy, simile, metaphor
   f. performs a directed task or process

4. Application--individual must know an abstraction well enough to be able to demonstrate its use in a new situation. The task is to bring to bear upon given material or situation the appropriate information, generalizations or principles that are required to solve a problem. Application, as distinguished from comprehension, involves transfer of training. It is based on an individual's being able to apply previous learning to a new or novel situation without having to be shown how to use it. The problem itself is given.

   a. applies previous learning to a new situation
   b. applies principle to new situation
   c. applies abstract knowledge in a practical situation
   d. identifies, selects, and carries out process

5. Analysis--describes cognitive behavior in which there is an emphasis on the breakdown of material into its parts in order to detect the relationships of the parts and the way they are organized. The first four items at this level describe skills used in the identification or classification of the elements of the communication.

   a. distinguishes fact from opinion
   b. distinguishes fact from hypothesis
   c. distinguishes conclusions from statements which support it
   d. points out unstated assumption
   e. shows interaction or relation of elements
   f. points out particulars to justify conclusion
   g. checks hypothesis with given information

h. distinguishes relevant from irrelevant information
i. detects error in thinking
j. infers purpose, point of view, thoughts, feelings
k. recognizes bias or propaganda

6. Synthesis (creativity)--represents cognitive activities in which the individual puts together elements and parts in order to form a whole in such a way as to constitute a pattern or structure that was not stated before. This entails recombining parts of earlier experiences in a new organization that is unique to the synthesizer. In analysis, the person takes apart a given whole; in synthesis s/he creates a whole.

    a. reorganizes ideas, materials, processes
    b. produces unique communication or divergent idea
    c. produces a plan, proposed set of operations
    d. designs an apparatus
    e. designs a structure
    f. devises scheme for classifying information
    g. formulates hypothesis, intelligent guess
    h. makes deductions from abstract symbols, propositions
    i. draws inductive generalization from specifics

7. Evaluation--describes activities of conscious judgment making; involves use of criteria or standards to determine the worth or value of methods, materials, or ideas. Evaluations must be distinguished from opinions which are usually made from an emotional or affective base.

    a. evaluates something from evidence
    b. evaluates something from criteria

Noncognitive Categories of Questions/Statements or Tasks (Davis & Tinsley, 1967)

Affectivity--questions/statements or tasks which elicit feeling, emotion, or opinion without a standard of appraisal, e.g., "How does the story make you feel?" or "Wasn't that a good story!"

Procedure--questions/statements or tasks related to organization, behavior, or management, e.g., "Are you listening to me?" or "Please get ready for class to begin."

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Programs for Exceptional Children

Exceptional children are (1) learners who because of permanent or temporary mental, physical, or emotional handicaps need special education and are unable to have all their educational needs met in a regular class without special education or related services, or (2) learners who demonstrate or have the potential to demonstrate outstanding intellectual aptitude and specific academic ability and, in order to develop these abilities, may require differentiated educational services beyond those ordinarily provided by the regular school program. Classifications of exceptional children include those who are autistic, academically gifted, hearing impaired (deaf or hard of hearing), mentally handicapped (educable, trainable, or severely/profoundly), multi-handicapped, orthopedically impaired, other health impaired, pregnant, behaviorally/emotionally handicapped, specific learning disabled, speech/language impaired, and visually impaired (blind or partially-sighted).

The primary purpose of exceptional children programs is to insure that handicapped and gifted learners develop mentally, physically, and emotionally to the maximum extent possible through the provision of an appropriate, individualized education in the proper setting.

Curricula for most exceptional learners follow the curricula designed for learners in general education. However, modification of instructional programs, creative instructional approaches, individualized programming, and appropriate selection and use of curricula are necessary to meet the special needs of exceptional learners. In curricula, emphasis must be given to instruction in arts education, communication skills, healthful living, mathematics, library/media skills, science, social studies, and vocational education. Attention must be focused upon cognitive, affective, psychomotor, and vocational development within the curricular areas. The Individualized Education Program for the handicapped and the Group Education Program for the academically gifted, both of which are based upon a comprehensive assessment, are to state in writing the special curricular offerings to be provided to each exceptional learner.

The Individual Education Program for the handicapped requires objective criteria, evaluation procedures, and schedules for determining, on at least an annual basis, whether or not short-term instructional objectives have been achieved. The Group Education Program for the academically gifted requires annual goals and evaluation methods. All special education instruction provided to handicapped and academically gifted learners is to be individualized and designed to meet unique learning needs.

Learning outcomes--knowledge, skills, concepts, understandings, and attitudes--for the handicapped and the academically gifted will differ from learner to learner. For many exceptional learners, the same learning outcomes developed for learners in general education will be appropriate. Some exceptional learners will meet the learning outcomes at a different time and in a different manner than learners in general education. Some handicapped learners might not meet the learning outcomes in general education and will need a totally different curriculum.

The majority of handicapped and academically gifted learners spend a portion of their instructional day within general education, integrated into classes with non-handicapped and nonacademically gifted learners. General education teachers, as well as exceptional education teachers, must be familiar with curricula and capable of selecting appropriate curricular goals and objectives based upon the unique educational needs of each learner as determined by comprehensive assessment, and as stated in the Individualized Education Program for exceptional learners, emphasis needs to be placed on instructional techniques rather than differentiated or modified curricula.

While the general education curricula are appropriate for most exceptional learners, there are times when the teacher must vary the curricular content: some children are not ready for certain types of curricular content at the usual age; some disabilities prevent or make difficult participation in certain learning experiences; different levels of ability may limit or encourage participation in certain school subjects; and some learners spend less time in school. Curricular choice is determined by need.

Curricular goals must be oriented toward skills and application instead of general knowledge. The goals must include skills related to maintaining health, communicating ideas, achieving personal and social growth, handling money concerns, working with measurements, getting along in an expanding community, coping with the physical environment, maintaining a home, using leisure time, and career development.

The competency-based curriculum is to be maximized for exceptional learners. Teachers must be familiar with the curriculum, making judicial use of it in the instructional program for handicapped and academically gifted learners.

Notes to Those Using the TEACHER HANDBOOK

The North Carolina Standard Course of Study, adopted by the State Board of Education, provides an overview of the basic curriculum which should be made available to every child in the public schools of our State. It includes the subject or skills areas of arts education, communication skills, guidance, healthful living, library/media skills, mathematics, science, second language studies, social studies, and vocational education as well as the philosophy and rationale underlying the curriculum and considerations which should be made in developing thinking skills and providing for the needs of exceptional children. The Teacher Handbook for the competency-based curriculum provides recommended goals and objectives and suggested measures for each subject or skills area.

Definitions

Competency Goals: broad statements of general direction or purpose.

Objectives: specific statements of what the student will know or be able to do.

Measures: a variety of suggestions for ways in which the student may demonstrate s/he is able to meet the objective.

How to Read the Goals, Objectives, and Measures

Competency Goals have been written as complete sentences stating why the learner should be able to meet the stated objectives, e.g., "The learner will know causes and events of the settlement of the West."

For purposes of clarity and brevity Objectives have been written as phrases or clauses beginning with a verb, e.g., "Know the importance of railroads in the settlement of the West." These phrases or clauses would logically be preceded by "The learner will (know the importance of railroads in the settlement of the West)."

For purposes of clarity and brevity Measures have also been written as phrases or clauses beginning with a verb, e.g., "Describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation." These phrases or clauses would logically be preceded by "One way (or some ways) a student may demonstrate s/he is able to meet successfully the objective is to (describe the advantages of the railroad over horse-drawn wagon, river transportation, and other commonly used methods of transportation)."

Appendix E is an example of a page from the Teacher Handbook for the competency-based curriculum.

Student Placement

From kindergarten through eighth grade each skill or subject area has been divided into grade levels. This was done in order to make it easier for teachers to gain a general idea of what should be covered at each grade level. In order that instruction fit the individual needs of each student, it is most important that the classroom teacher use the activities in the Measures column to determine the appropriate placement for each child. For example, if a second-grade student is not able to complete successfully the Measures in the reading skills section at the second-grade level, Measures at the first-grade or kindergarten level should be administered. When the base level at which the child can perform successfully has been determined, instruction should begin with and proceed from that level of Competency Goals and Objectives.

The Measures column includes a variety of suggested means for assessing student performance including informal measurements (e.g., manipulatives, oral reports, role playing, projects, and some paper and pencil activities) and formal measurements (e.g., items for teacher-made tests, criterion referenced tests, and/or standardized tests). Some of the items in this column may be administered in whole-group or small-group situations; others should be given only to individual students. These items may be used for the purpose of pretesting to determine appropriate student placement, for monitoring ongoing student progress, and/or for post-testing to determine student learning.

It is apparent that in order for students to be placed appropriately for instruction (particularly in first through eighth grade), each teacher must have at least one, and preferably two or more, grade levels of the competency-based curriculum on each side of the grade s/he is teaching. It must be remembered that the higher the grade level the greater the span of students' needs and, therefore, the greater the need for a teacher to have a wider grade span of the curriculum available. An adequate grade span of the curriculum is also important for teachers of exceptional children at all grade levels.

Responsibility for Implementation

The North Carolina Standard Course of Study specifies which skills and subjects are to be taught at each grade level from kindergarten through grade twelve. The skills to be taught or developed at all grade levels are communication skills, library/media skills, thinking skills, and affective skills. The subjects to be taught from kindergarten through grade six are arts education, healthful living, mathematics, science, second language studies, and social studies. The same subjects, with the addition of vocational education, are to be taught in grades seven through twelve.

The Teacher Handbook for the competency-based curriculum provides recommendations for what should be taught in each skills or subject area from kindergarten through eighth grade and in each course from ninth through twelfth grade. Each teacher's primary responsibility is to teach the subject(s) or courses which s/he is specifically assigned, as well as to help students develop thinking and affective skills. However, each teacher also has a responsibility for appropriately integrating other skills (communication, library/media) and subjects (arts, healthful living, mathematics, science, second language studies, social studies, and vocational education) into the skills or subject areas which are her/his specific assignment.

Teachers in departmentalized schools at the middle/junior high or secondary levels have a responsibility for integrating curriculum in several ways. These include: (1) the integration of curriculum within their subject area in order to help students to make a smooth transition from one level to the next, e.g., from English I to English II, from Algebra I to Algebra II, from French II to French III; (2) the appropriate integration and development of those skills which are every teacher's responsibility (thinking and affective skills); and (3) whenever appropriate, the integration of other skills and subjects into their specifically assigned subject or skills area.

The Teacher Handbook for the competency-based curriculum serves as a resource guide for the integration of all skills and subjects in departmentalized situations. Teachers may look over the curriculum within the specific skills or subject area for which they are responsible in order to determine the overall scope and sequence. They may look at the outlines for thinking and affective skills in order to determine which of those skills have been integrated into their particular segments of the curriculum or to determine how they may integrate additional thinking and affective skills. Looking over other skills and subject areas will help teachers determine what should be appropriately integrated into their own areas. For example, while it is a primary responsibility of the high school English teacher to teach writing and speaking skills, the high school social studies teacher must be familiar with those skills and has a responsibility for reinforcing those skills in the written and oral work done in the social studies classes. Prior to beginning written and oral reports the social studies teacher should review the writing and speaking skills portions of the communications skills curriculum, using these as guidelines for instruction and the development of student assignments. Similar examples could be given with mathematics and science teachers or English and vocational education teachers.

Teachers in self-contained classrooms at the elementary, middle/junior high, or high school levels have the primary responsibility for integrating the curriculum in a variety of ways. These include: (1) integrating the curriculum within each skills or subject area in order to help students make a smooth transition from one grade level to the next; (2) integrating thinking skills and affective skills throughout all areas of the curriculum; (3) the integration of skills and subjects whenever possible though units of study;

(4) integrating skills and subjects introduced by teachers or specialists outside the homeroom into what is being taught within the homeroom; and (5) coordinating the efforts of teachers outside the homeroom (teachers of arts education, physical education, exceptional children, and library/media specialists, or guidance counselors) in order to supplement the homeroom curriculum. The Teacher Handbook for the competency-based curriculum serves as a guide for the integration of skills and subjects in self-contained situations as it does in departmentalized situations.

The principal shares in the responsibility for the successful implementation of the competency-based curriculum. The implementation and integration of the curriculum should be the focal point for decisions made by the principal in the role of instructional and administrative leader. Decisions made with respect to scheduling, disposition of student discipline, uninterrupted time for classroom instruction, and the distribution of materials and supplies may each serve to facilitate or frustrate the successful implementation and integration of the curriculum.

Staff within the area of Instructional Services at the North Carolina Department of Public Instruction also share responsibility for the successful implementation of the competency-based curriculum. Staff from the Regional Education Centers and Raleigh are, of course, available to assist Local Education Agencies in the implementation of the curriculum.

Use of Textbooks

The North Carolina Standard Course of Study is the curriculum approved for the public schools of North Carolina. Textbooks supplement this curriculum. With reference to their appropriateness for use with the North Carolina Standard Course of Study, textbooks are reviewed and recommended by the Textbook Commission. The State Board of Education then adopts a list of textbooks from which school districts make individual selections. Appendix G is a description of this process. If textbooks are at variance with the curriculum, the North Carolina Standard Course of Study takes precedence.

Computer Access

The North Carolina Standard Course of Study and the Teacher Handbook for the competency-based curriculum (with the exception of mathematics grades 7-12) have been entered on the IBM 5520 computer at the State Department of Public Instruction. Each skills or subject area at each grade level has been entered as a separate document. This allows Local Education Agencies, Institutions of Higher Education, and others with access to the mainframe in Raleigh to call up and print out any portion of the curriculum, e.g., any skills or subject area across all grade levels, all skills and subjects for one particular grade level, one subject at one grade level, or the entire competency-based curriculum. Those with access to the mainframe will, therefore, have immediate access to any revisions or additions to the curriculum.

Activities and Resources

The development or cataloging of activities and resources to assist in the implementation of the competency-based curriculum is an ongoing activity of Instructional Services staff working with teachers and others in each of the Local Education Agencies. Concentrating this effort in the local school districts provides teachers the opportunity to become familiar with the curriculum. As activities and resources are developed for each skills or subject area, they will be made available for State-wide dissemination through the IBM mainframe.

Working Space

Working space has been left at the end of goals throughout the Teacher Handbook for the competency-based curriculum. This space has been provided so that teachers may write in additional objectives and measures and/or make notes regarding instruction, activities, and resources.

How to Make Suggestions for Additions or Revisions

As with any viable curriculum, the Teacher Handbook for the competency-based curriculum must be open to constant review, expansion, and revision in order that it continue to meet the needs of the children of this State. Anyone having suggestions for additions to or revisions of this curriculum may complete and submit the form in Appendix I, or may contact:

Joseph B. Webb
Assistant State Superintendent
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Education Building
Raleigh, NC 27611

Second Language Studies

COMPETENCY-BASED CURRICULUM

NORTH CAROLINA DEPARTMENT OF PUBLIC INSTRUCTION

Modern Languages

SECOND LANGUAGE STUDIES

MODERN LANGUAGES

PURPOSE AND OVERVIEW

The purpose of a program in second language studies in North Carolina is to introduce students into the life, literature, and culture of other lands, to prepare some for research in foreign language sources at higher levels of education, to prepare others to aid in the State's economic and cultural growth--particularly in dealing with the international business, educational, and scientific communities--and to make available to all children an opportunity to sense and feel the spirit of expressions foreign to our own. In order to succeed in these arenas, North Carolinians must be able to: (1) use language and behavior that conform to the proprieties and sensibilities of other cultures; (2) recognize commonalities and accept differences among cultures, peoples, and languages; and (3) appreciate the contributions of other cultures to our nation, state and communities. To accomplish these ends, the citizens of this State must be proficient in at least one second language.

The overall goal of second language study is proficiency. Proficiency is the ability to communicate directly and effectively with people from other cultures. Contact with other cultures is a reality in North Carolina: activity in foreign investment and international trade is increasing annually, and the number of immigrants, settling in more and more communities in this State, is growing steadily. Therefore, the program prepares students to communicate directly and productively with people who have been brought together by international trade, technological advances, and common needs.

The immediate objective of this proficiency-based program of second language study is the progressive development of the skills of listening, speaking, reading, and writing. Correspondingly, the language learning process involves mastery of grammar and vocabulary. Finally, the study of culture is incorporated throughout the language learning process. This entails learning about the ways in which people live on a day-to-day basis as well as about their contributions to our nation, state, and communities.

The developmental nature of language learning requires daily language use in a long, unbroken sequence that permits pupils to develop proficiency in as natural a manner as they did their first language. The natural sequence in the language learning process involves the development of the listening and speaking skills first, with reading and writing integrated later. Formal grammar study is incorporated later in the process; immediate application of grammar is essential to continued development toward proficiency. Culture is integral to the entire K-12 continuum. Language learning and use must conform to the concepts that students have mastered and to their experiences, both in and out of school.

COURSE OF STUDY

K-3
Beginning Second Language Studies

4-6
Intermediate Second Language Studies

7-8
Intermediate/Advanced Second Language Studies: Transitional

9-12
Second Language I
Second Language II
Second Language III
Second Language IV

Most modern language programs in North Carolina begin at the secondary level but could start in kindergarten. Therefore, the course of study for beginning second language studies is included at grades K-3; intermediate study at grades 4-6; intermediate/advanced at grades 7-8; and advanced study at grades 9-12. Since the degree of proficiency attained by students is directly related to the number of years of study, this curriculum represents a maximum of thirteen years of continuous development in the same language. While it is recommended that the same language be studied for thirteen years, students may add an additional language at some point along the K-12 sequence in order to begin to develop competence in two languages at the same time. However, the major emphasis of this curriculum is the continuous study of one language for thirteen years.

Although students may begin the study of a second language at varying grades, the developmental nature of language acquisition requires that they be placed at an appropriate level on the continuum of competencies:

- if a student has had no prior experience with language, the competencies reflected at the initial step of the sequence should be developed
- if a student demonstrates competency beyond the beginning level, or higher levels, placement in the program should reflect this capability

Therefore, because students may enter the second language studies program at varying grades and with varying degrees of competence, placement considerations require that this competency-based curriculum be presented as follows: K-3, K-6, K-8, K-12.

This K-12 program of second language studies is consistent with the Foreign Language Curriculum Study Committee's October 1983 recommendation to the State Board of Education that every local school unit provide to every student the opportunity to study a second language for thirteen years.

The languages to be studied in this program are selected according to the academic, aesthetic, and practical needs of the children and of the communities in which they live. The second languages are chosen from the commonly-taught languages (Spanish, French, German) and from the less commonly-taught languages (Russian, Arabic, Chinese, Japanese). Because many school districts offer courses in Latin, it has been included in the second language competency-based curriculum for grades 7 through 12. However, since Latin is offered only in grades 7 through 12, it is not considered a part of the State-funded Basic Education Program.

LEARNING OUTCOMES

The K-12 program in second language studies can be divided into five major areas: listening, speaking, reading, writing, and culture. All of these areas are interdependent and interrelated. Grammar is applied continuously but not introduced formally until the student has reached the advanced level at grades 9-12. Some informal presentations of grammar are made at grades 7-8.

At each level of learning, a student should exhibit increased proficiency in each of the following five areas:

Listening--Progressive development of the ability to understand language when spoken by an educated native speaker.

Speaking--Progressive development of the ability to speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Reading--Progressive development of the ability to understand the written language in context from print and nonprint materials in the target language.

Writing--Progressive development of the ability to write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

Culture--Progressive development of knowledge about other people and the ability to use language and behavior appropriate to real-life situations in the target culture.

GRADES K-3

Major Emphases

At the beginning level of second language study, emphasis is placed on three of the five major areas: listening, speaking, and culture. Students learn to recognize and understand concrete words and simple questions, to follow directions and commands, and to recognize voice intonations associated with these and other types of statements. The vocabulary that is learned corresponds to the concepts that students have mastered and experiences they have had. They learn to understand and use action words, descriptive words, and emotional words and expressions. Although grammar is not taught at this level, students imitate and use language structure and forms correctly and naturally.

Throughout the beginning level, culture is incorporated in the skills development activities. Students learn to recognize the target country on a map, and to use simple expressions and behavior that are related to daily situations in the target culture. They become familiar with the schedules, activities, and favorite songs and stories of children in the target country.

Grades K-3 Outline

1. Listening: Goal--to understand language in context when spoken by an educated native speaker

    1.1 Recognize and understand concrete words and simple phrases and sentences
    1.2 Respond to simple who, what, where, how, when, and how much/many questions
    1.3 Follow directions and commands
    1.4 Identify descriptive words
    1.5 Recognize and understand voice intonation (involves affirmative and negative declarations, questions, commands, and exclamations)
    1.6 Identify emotional words and expressions in context (includes vocabulary, intonation, facial expression, gesture, and posture)
    1.7 Recognize and understand action words separately and in a sequence
    1.8 Recall facts
    1.9 Distinguish between fact and fiction

2. Speaking: Goal--to speak the language so as to be understood by a native speaker of the target culture, using correct pronunciation, stress, rhythm, and intonation

    2.1 Repeat and use concrete words, simple phrases, and sentences in context
    2.2 Ask and answer simple questions of the who, what, where, when, how, and how much/many type

    2.3 Give directions and commands
    2.4 Name and describe people, places, and things
    2.5 Express likes/dislikes, emotions, and wants
    2.6 Use action words separately and in a sequence
    2.7 Express possession
    2.8 Recall facts
    2.9 Distinguish between fact and fiction

3. Culture: Goal--to gain knowledge about other people and the ability to use language and behavior appropriate to real-life situations in the target culture

    3.1 Identify the target country on a map and on a globe
    3.2 Use expressions and behavior that are appropriate to various daily situations in the target culture
    3.3 Know daily schedules and routine activities of school children in the culture being studied
    3.4 Know and participate in activities related to major holidays and special dates that are celebrated by children in the target culture
    3.5 Learn favorite songs, stories, and games of children in the target culture

SECOND LANGUAGE STUDIES/MODERN

Grade Level: K-3 Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives	Measures
1.1 Recognize and understand concrete words and simple phrases and sentences.	1.1.1 View two or more objects and hear one name; then pick up the correct object.
	1.1.2 Hear and carry out a simple command (e.g., "Stand up." "Pick up the crayon." "Repeat the word.").
1.2 Respond to simple who, what, where, how, when, how many, and how much questions.	1.2.1 View an object and name it when asked "What is this?".
	1.2.2 Hear the question "Where is the red crayon?"; then find it and say where it is (e.g., on the desk, under the chair, in the box).
1.3 Follow directions and commands.	1.3.1 Hear commands and comply (e.g., "Touch the door." "Open the book.").
	1.3.2 Listen to directions for playing a game, then participate in the game (e.g., "Simon Says").
1.4 Identify descriptive words.	1.4.1 View an apple and an orange and hear a description of one of the two fruits; then identify and name the color.
	1.4.2 Hear two descriptive statements and match each one with the appropriate object (e.g., The cat is black. The box is small.).

Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives	Measures
1.5 Recognize and understand voice intonation (involves affirmative and negative declarations, questions, commands, and exclamations).	1.5.1 Hear an exclamation and say whether the statement expresses joy, surprise, or anger.
	1.5.2 Hear a question and say whether or not information is being requested.
	1.5.3 Hear a declaration and a question and say which is giving information and which is asking for information.
1.6 Identify emotion words and expressions in context includes vocabulary, intonation, facial expression, gesture and posture).	1.6.1 View pictures of happy and sad faces and hear the words "happy" and "sad"; then match each word with the correct picture.
	1.6.2 Hear a children's song; then smile if the song makes you happy, or frown if it makes you sad.
	1.6.3 View a classmate role playing a sore stomach and answer the questions: Is he sick? Is he happy? Is he sad? Are you sad too?

Grade Level: K-3 Page 3

Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives		Measures	
1.7	Recognize and understand action words, separately and sequentially.	1.7.1	View a series of pictures and hear what is happening in each (e.g., The bunny is hopping. The dog is running.).
		1.7.2	Watch a classmate carry out a series of commands and hear someone tell what he is doing as he performs each action (e.g., He is going to the door. He is closing the door. He is going back to his desk. He is sitting down.); then retell the series of actions in the proper order.
1.8	Recall facts.	1.8.1	Look at an object (e.g., pencil) and listen to a description (e.g., The pencil is long. The pencil is yellow. The pencil is thin.); then answer factual questions about size and color of the pencil.
		1.8.2	Listen to a well-known children's story and name two things the main character did.
1.9	Distinguish between fact and fiction.	1.9.1	View and listen to an animated cartoon of Garfield; then answer questions about the main character: Does the main character talk? Do you have a cat? Does your cat talk? Do cats really talk?
		1.9.2	Hear a simple statement and say whether it is true or false (i.e., in the real world).

Grade Level: K-3 Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.1 Repeat and use concrete words, simple phrases, and sentences in context.	2.1.1 View and hear the names of classroom objects, then repeat each name.
	2.1.2 View a pantomime in which two people meet a third person on the street, have a brief conversation, and go their separate ways; then orally supply (at the appropriate moment) the correct expressions and gestures for greeting, introducing, or leaving someone.
2.2 Ask and answer simple questions of the who, what, where, when, how, and how much/many type.	2.2.1 Pay attention as the teacher points to classmates; answer the question "Who is this?" each time it is asked.
	2.2.2 Walk quietly down the hall with the teacher and answer the question "What room is this?" as the teacher points to the principal's office, bathroom, or cafeteria.
2.3 Give directions and commands.	2.3.1 Lead classmates in a game such as "Mother May I?" or "Simon Says."
	2.3.2 Direct a classmate to do certain things with classroom objects, toys, and miniature animals (e.g., "Put the dog on the book.").

Grade Level: K-3

Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.4 Name and describe people, places, and things.	2.4.1 Name the people in your family and say whether each person is young or old, tall or short.
	2.4.2 Describe the classroom: "What color are the walls?" "How many windows are there?" "How many doors?" "Is there a sink?" "Where is it?" "Are there books? Toys?" "Where are they?" "Is the classroom big?" "Is it small?".
2.5 Express likes/dislikes, emotions, and wants.	2.5.1 Look at a series of pictures that depict a variety of foods and express likes and dislikes.
	2.5.2 Listen to a slide/tape presentation of a rain storm, and tell whether you are sad, happy, or afraid.
2.6 Use action words separately and in a sequence.	2.6.1 Name two things that you do every morning after you get up.
	2.6.2 Give a classmate a series of commands (e.g., "Stand up." "Go to the door." "Touch your nose." "Return to your desk." "Sit down.").
	2.6.3 View a filmstrip without sound and identify action upon request.

Grade Level: K-3

Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.7 Express possession.	2.7.1 Watch the teacher point to a book on a classmate's desk and answer the question "Whose book is this?".
	2.7.2 Look at a classmate's family picture and answer questions such as "Whose father is this?" "Whose sister is this?".
2.8 Recall facts.	2.8.1 Listen to the teacher's description of last night's dinner and name one food item that was eaten.
	2.8.2 Listen to a classmate's account of a bicycle accident, and say when and how it happened.
2.9 Distinguish between fact and fiction.	2.9.1 View and listen to a filmstrip of Little Red Riding Hood, and say whether little children can take food to their grandmothers, and whether wolves can talk.
	2.9.2 View several pictures of real life situations and nonsense situations, then tell what is wrong or right about each situation portrayed.

Grade Level: K-3 Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 3: The learner will gain knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives	Measures
3.1 Identify the target country on a map and on a globe.	3.1.1 Study a world map and point out the target country.
	3.1.2 Examine a globe and identify the target country and its borders.
	3.1.3 Draw and color the flag of the target country.
	3.1.4 Examine a group of flags; then pick out the flag from the target country and compare it to the flag of the United States in terms of color, size, and shape.

Grade Level: K-3

Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 3: The learner will gain knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives	Measures
3.2 Use expressions and behavior that are appropriate to various daily situations in the target culture.	3.2.1 View a filmstrip in which two situations of greeting and leave-taking occur (one that involves greeting and leaving a friend, and one that involves greeting and leaving acquaintances who are adults); then discuss the similarities and differences between both situations (i.e., in behavior and expression).
	3.2.2 Use appropriate expressions and behavior in role playing situations: one that involves greeting and leaving a classmate, and one that involves greeting and leaving the teacher.
	3.2.3 View and discuss a demonstration of a complete evening meal in the home of a target culture student, then partake of an evening meal, using appropriate behavior.
	3.2.4 Draw or set a table appropriately for a noon meal in the target culture; then discuss similarities and differences in terms of time, food, table setting, and manners.

Grade Level: K-3

Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 3: The learner will gain knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives	Measures
3.3 Know daily schedules and routine activities of school children in the culture being studied.	3.3.1 Discuss when, and for how long, children in the target culture take their major meals each day; then compare and contrast with meals in American homes.
	3.3.2 Discuss the school day of children in the target culture in terms of subjects they study and how long they are at school each day; then compare and contrast with the school day of American children.
3.4 Know and participate in activities related to major holidays and special dates that are celebrated by children in the target culture.	3.4.1 Learn key words and expressions that relate to Christmas time (e.g., Merry Christmas, Santa Claus, Yule log, gifts, Christmas tree, etc.).
	3.4.2 Discuss, plan, and prepare one native food that is eaten by children on Christmas Day.
	3.4.3 Discuss and role play how children in the target culture celebrate their birthdays, paying close attention to who invites whom to the party and who gives gifts to whom.

Grade Level: K-3

Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 3: The learner will gain knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives		Measures	
3.5	Learn favorite songs, stories, and games of children in the target culture.	3.5.1	Listen to and follow directions for playing a children's game that is unique to the target culture.
		3.5.2	Sing a favorite song of children of the same age in the target culture.
		3.5.3	Listen to a fairy tale that is popular among children in the target culture; then discuss whether it is like any fairy tale that is popular with American children.

GRADES 4-6

Major Emphases

Second language study at the intermediate level continues the development of the listening and speaking skills begun in the earlier grades. The pre-reading/reading and writing skills are introduced at this level. Students learn to read and write what they can say. Development of the four skills at grades 4-6 includes learning to paraphrase, summarize, predict outcomes and draw inferences. In addition, students learn to recognize context clues and extract the main idea from familiar material heard and read. They continue to expand their vocabulary, exhibiting the ability to understand and use more abstract words and expressions. Grammar is not introduced, formally or informally, at this level. However, students gradually develop the ability to use more complex structures naturally.

Culture continues to be stressed at the intermediate level. Increased emphasis is placed on the target culture's language and behavioral patterns that are appropriate at school, at home, and in other social settings. Students learn to recognize and identify geographical features and their importance in the country being studied. They also learn to identify major historical events and individual achievements in the arts, science, music, and literature of the target country.

Grades 4-6 Outline

1. Listening: Goal--to understand language in context when spoken by an educated native speaker

    1.1 Recall facts and list details from material viewed and heard
    1.2 Paraphrase/summarize material heard (e.g., short stories, descriptions, conversations, directions)
    1.3 Understand meaning from context clues
    1.4 Extract the main idea from material heard (e.g., brief conversations, oral readings, descriptions, explanations)
    1.5 Determine cause/effect relationships
    1.6 Predict outcomes
    1.7 Draw inferences
    1.8 Make judgments

2. Speaking: Goal--to speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation

    2.1 Tell time and use calendar and time expressions
    2.2 Describe sequence of events
    2.3 Express feelings
    2.4 Classify

2.5 Describe cause and effect relationships
2.6 Make comparisons and contrasts
2.7 Summarize material heard (conversations, short stories, explanations, directions)
2.8 Draw inferences
2.9 Make judgments
2.10 Predict outcomes

3. Pre-Reading: Goal--to understand the written language in context from print and nonprint materials in the target language

3.1 Identify and name environmental sounds, objects, shapes, and colors (listening and looking)
3.2 Discriminate between words that have different sounds and recognize words that sound alike (listening and looking)
3.3 Hear and understand concrete words, simple phrases, and sentences (listening and looking)
3.4 Recall details from what is viewed and heard (listening and looking)
3.5 Pronounce familiar words that are written

4. Reading: Goal--to understand the written language in context from print and nonprint materials in the target language

4.1 Recognize and say familiar words, simple phrases, and sentences that are written
4.2 Respond to simple who, what, where, how, when, and how much/many questions
4.3 Follow written directions and commands
4.4 Identify by description
4.5 Recall facts from material read
4.6 Summarize written material (e.g., short stories, descriptions, poems)

5. Writing: Goal--to write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

5.1 Copy written words correctly
5.2 Write letters and words from dictation
5.3 Write simple phrases and sentences
5.4 Write answers to questions of the who, what, where, when, and how much/many type
5.5 Write descriptive sentences about known people, places, things, and activities
5.6 Use action words in context
5.7 Write a paragraph including topic sentence, two supporting statements, and a summary statement

6. Culture: Goal--to gain knowledge about other people and the ability to use language and behavior appropriate to real-life situations in the target culture

   6.1 Recognize language and patterns of behavior that are appropriate in real-life situations in the target culture
   6.2 Identify geographical features of the countries where the target language is spoken, and show the relationships between these features and the products of the countries
   6.3 Identify major historical events and important individuals in the target culture
   6.4 Identify outstanding people in the target country who made significant contributions to civilization in the arts, literature, music, science, and politics
   6.5 Recognize the influence of the target culture on the American culture

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 4-6 Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives		Measures	
1.1	Recall facts and list details from material viewed and heard.	1.1.1	Listen to a brief weather forecast and list temperature and weather conditions (sunny, cloudy, rain, snow, clear, cold, warm, hot).
		1.1.2	Participate in a discussion about an amusement park, and state what one can do there (e.g., go on rides, watch scientific demonstrations, look at exhibits, eat).
1.2	Paraphrase/Summarize material heard (short story, description, conversation, directions, etc.).	1.2.1	Hear a classmate's account of her/his family trip to the mountains, then tell the whole class (in your own words) what the classmate did.
		1.2.2	Hear a conversation about a soccer game, then say who won and give three highlights of the game (three key plays).
		1.2.3	Hear a description of an activity, place, or event; paraphrase what happened.

Grade Level: 4-6

Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives	Measures
1.3 Understand meaning from contextual clues.	1.3.1 Listen to an explanation about a school picnic, then say whether it has taken place or will take place (clues: tomorrow, now, yesterday, last week, last month, last semester, next week, later).
	1.3.2 Listen to a sentence from which a key word is missing and supply a word that is appropriate to complete the meaning.
	1.3.3 Hear and give the meaning of a sentence; then say which clues helped derive the meaning.
1.4 Extract the main idea from material heard (brief conversation, oral reading, description, explanation).	1.4.1 View and listen to a brief dramatization in which a child goes to the store to buy three grocery items, but returns with only two. State the reason why.
1.5 Determine cause/effect relationships.	1.5.1 Listen to the description of a situation where the sun is shining, yet water puddles are everywhere; then state the possible cause of the water puddles.
	1.5.2 Listen to a short paragraph and then state the cause and effects (e.g., The forest was dry. Two boys built a fire to keep warm. The wind was blowing hard. Soon the fire was out of control.).

Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives	Measures
1.6 Predict outcomes.	1.6.1 Listen to a short story that has no ending, then draw a picture to illustrate an appropriate ending.
	1.6.2 Hear a fable and give the moral of the story.
	1.6.3 Answer questions such as "What will happen if it rains today, and I don't have an umbrella?" or "What will happen if you arrive at school late, and you have no note from your parents?".
1.7 Draw inferences.	1.7.1 Listen to a paragraph that describes the habitat of an animal; then state whether the animal lives on land, in the air, or in the water. Name the animal.
	1.7.2 Draw a picture of the animal in 1.7.1, and its habitat.
1.8 Make judgments.	1.8.1 Look at two pictures of a wild animal (one in its natural habitat and one in a zoo cage) and hear a description of each; then determine which situation is better for the animal.
	1.8.2 Listen to two commercials for different brands of the same product (e.g., cereal); then choose the better product.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 4-6 Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.1 Tell time and use calendar and time expressions.	2.1.1 Look at pictures showing daily activities such as waking up, eating lunch, and playing outdoors,then say at what time each activity takes place.
	2.1.2 Study a set of picture cards depicting places such as the cinema, beach, football stadium; then answer the questions "When did you go to _____?" and "When are you going to ____?".
2.2 Describe sequence of events.	2.2.1 Hear the story of the The Three Bears and tell what the family found when they returned home. Start with the statement "They found that someone had been _________", and add the appropriate actions in the correct order of occurrence.
	2.2.2 Describe a sequence of five events that occur between getting up in the morning and leaving for school.
2.3 Express feelings.	2.3.1 Discuss how the three bears felt when they learned that someone had sat in their chairs, eaten their porridge, and slept in their beds.
	2.3.2 Given a situation (e.g., you have received a $100.00 gift), discuss feelings about it.

Grade Level: 4-6 Page 2

Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.4 Classify.	2.4.1 Study a picture of a large variety of foods; then say which foods are vegetables, fruits, or meats.
	2.4.2 Listen to and study vocabulary on colors, weight, and clothing; then group classmates into these categories.
2.5 Describe cause and effect relationships.	2.5.1 Look at a picture in which there is a boy holding a baseball bat and a house with a broken window; then tell what broke the window.
	2.5.2 Listen to and use "If" expressions in given situations, then create a situation, by asking "What would happen if ________?".
2.6 Make comparisons and contrasts.	2.6.1 Listen to what children of a particular country have for breakfast; then say what items are the same and what items differ from those that American children have for breakfast.
	2.6.2 View pictures of the flags of the target country and the United States, and tell how they are similar and how they are different.
2.7 Summarize material heard (conversations, short stories, explanations, directions)	2.7.1 Listen to mother's explanation of how to bake potatoes; then explain to the class.
	2.7.2 Listen to a short story; then retell in her/his own words.

Grade Level: 4-6

Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.8 Draw inferences.	2.8.1 Study two pictures, one in which the leaves are falling and one in which it is snowing; then say what season it must be in each picture.
	2.8.2 Look at an exhibit of clothing articles; then tell during what season a particular article of clothing is worn and say why.
	2.8.3 Complete the statements: If I go to sleep early, I will be _____. If I brush my teeth everyday, they will be ______.
2.9 Make judgments.	2.9.1 Look at the slides of two lakes, one with litter and the other without litter; then state in which lake it is safer to swim.
	2.9.2 Discuss the length of the terms of office of the U.S. President and of the target country leader; then say which is better.
2.10 Predict outcomes.	2.10.1 Listen to a description of long lasting, poor weather conditions, and describe what the condition of the crops will be at harvest time.
	2.10.2 Listen to a story with no ending; then predict its outcome.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 4-6 Skills/Subject Area: Pre-Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand the written language in context from print and nonprint materials in the target language.

Objectives		Measures	
3.1	Identify and name environmental sounds, objects, shapes, and colors (Listening and Looking).	3.1.1	Hear a tape of normal sounds and name them (e.g., bouncing ball, car horn, or ringing phone).
		3.1.2	Participate in a fashion show and tell the color(s) of her/his garment.
3.2	Discriminate between words that have different sounds and recognize words that sound alike (Listening and Looking).	3.2.1	Look at two objects and listen to the names for each; then say whether or not the two words sounded alike.
		3.2.2	Listen to a familiar poem, and identify words that rhyme.
3.3	Hear and understand concrete words, simple phrases, and sentences (Listening and Looking).	3.3.1	View an apple and an orange and hear one name; then pick up and eat the correct fruit.
		3.3.2	Listen to and follow a series of simple commands (e.g., "Take this paper." "Put it on your desk." "Draw an apple." "Color the apple red.").

Grade Level: 4-6

Skills/Subject Area: Pre-Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand the written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.4 Recall details from what is viewed and heard (Listening and Looking).	3.4.1 Study a life-size action photograph of a North Carolina basketball team, and answer questions as follows: Who has the ball? Who is standing near number 8? How many players do you see? What colors are the uniforms?
	3.4.2 Listen to a familiar story and tell whether the main character is young or old, tall or short, fat or thin, etc.
3.5 Pronounce familiar words that are written.	3.5.1 View and listen to a series of words that rhyme; then say each word in the series.
	3.5.2 View a series of objects with corresponding name cards; then say the name of an object when a classmate points to it.
	3.5.3 Copy words s/he can say; then listen to and repeat the words.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 4-6 Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 4: The learner will understand the written language in context from print and nonprint materials in the target language.

Objectives	Measures
4.1 Recognize and say familiar words, simple phrases and written sentences.	4.1.1 Identify and name each of a series of objects (e.g., pencil, book, eraser); then see the written word for each and repeat it.
	4.1.2 Hear and carry out a simple command (e.g., "Close the door."), then read the same command to a classmate who executes it.
4.2 Respond to simple who, what, where, how, when, how many, how much questions.	4.2.1 Read a familiar short scene as the teacher reads aloud and underline the names of people, places, and things.
	4.2.2 Read three questions (who, what, where types) on the scene that was read above and respond.
4.3 Follow written directions and commands.	4.3.1 Read a series of written commands, the first being to read all commands before carrying out any of them and the last being to carry out the first command only.
	4.3.2 Study a map. Read and follow directions on how to get from Point A to Point B.
4.4 Identify by description.	4.4.1 Read a paragraph that describes a meal the teacher had last night and underline the adjectives, then say them aloud and tell which words they describe.
	4.4.2 Read a description of a famous cartoon character, without the name of the character, and identify her/his.

Grade Level: 4-6

Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 4: The learner will understand the written language in context from print and nonprint materials in the target language.

Objectives		Measures	
4.5	Recall facts from material read.	4.5.1	Read the written version of a conversation about a sport or a cultural event in the target country and tell what happened.
		4.5.2	Read a very familiar and well-known children's story; then tell what happened in sequence.
4.6	Summarize written material (short stories, descriptions, poems, etc.).	4.6.1	Dictate to the teacher the main events of a familiar story read, then read the teacher's written version.
		4.6.2	Use the teacher's written version of the main events of a familiar story and orally summarize the story.

Grade Level: 4-6 Skills/Subject Area: Writing/Modern Languages

COMPETENCY GOAL 5: The learner will write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

Objectives	Measures
5.1 Copy written words correctly.	5.1.1 Read a series of concrete words (i.e., pencil, apple, book), then write each word.
	5.1.2 Read a series of words on a mimeographed paper, then underline the words that are the same.
5.2 Write letters and words from dictation.	5.2.1 Follow an oral reading of words that have letters missing, and fill in the correct letters in the blanks provided.
	5.2.2 View pictures of familiar objects and listen to the names of each one, then write each name.
5.3 Write simple phrases and sentences.	5.3.1 Role play greeting a classmate; then write the appropriate expressions used in the scenario (i.e., "Hello, How are you?" "Fine, and you?; "That's great!").
	5.3.2 Listen to a command and carry it out; then write it and pass it on to a classmate who will execute it.
5.4 Write answers to questions of the who, what, where, when, and how much/many type.	5.4.1 Watch the teacher point to a classmate and write the answer to the question "Who is this?".
	5.4.2 Participate in a discussion about sports, and answer in complete sentences the questions: "How many players are there on a basketball team?", "How many players are there on a soccer team?" (continue with several sports).

Grade Level: 4-6

Skills/Subject Area: Writing/Modern Languages

COMPETENCY GOAL 5: The learner will write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

Objectives	Measures
5.5 Write descriptive sentences about known people, places, things, and activities.	5.5.1 Tell the class about the members of your family, saying who is old, young, tall, or short; then write one descriptive statement about each member.
	5.5.2 Pick a favorite hero/heroine and write a list of adjectives to describe her/him; then write one sentence that best describes the hero/heroine.
5.6 Use action words in context.	5.6.1 Write a statement about one thing that you do every morning before coming to school (e.g., I brush my teeth every morning.).
	5.6.2 Make a list of all the things your favorite comic strip character does; then write one complete sentence that tells what he does best.

Grade Level: 4-6

Skills/Subject Area: Writing/Modern Languages

COMPETENCY GOAL 5: The learner will write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

Objectives	Measures
5.7 Write a paragraph, including a topic sentence, two supporting statements, and a summary statement.	5.7.1 Select a topic about which to write (e.g., "Star Wars" character, favorite game or sport, best friend).
	5.7.2 List all the adjectives and action words possible about the topic and discuss with whole class or with one classmate.
	5.7.3 Write a paragraph as quickly as possible.
	5.7.4 Read the paragraph aloud to a classmate for feedback about how statements were made and whether they should be relocated in the paragraph.
	5.7.5 Rewrite the paragraph, making organizational changes, if necessary.
	5.7.6 Share the rewritten paragraph with the teacher for editing (spelling, structure, word order, paragraph organization).
	5.7.7 Rewrite for final copy.

Grade Level: 4-6 Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 6: The learner will develop knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives	Measures
6.1 Recognize language and patterns of behavior that are appropriate in real life situations in the target culture.	6.1.1 View a filmstrip on shopping for food. Then discuss how people greet each other; how they select meats, vegetables, and other food items; what they talk about with their friends while shopping; and how they take leave of one another.
	6.1.2 Discuss the value of foreign money; then participate in a role playing situation in which a school child is buying some candy, using language that is appropriate to greeting an adult, counting money, naming candy, and leave-taking.
6.2 Identify geographical features of the countries where the target language is spoken, and show the relationships between these features and the products of the countries.	6.2.1 Draw boundaries, mountains, and rivers; and label major cities on blank maps of five countries where the target language is spoken.
	6.2.2 Discuss one major product from each of five countries identified in 6.2.1; then answer questions on where the products would be found (i.e., in the mountains, or near a river).
6.3 Identify major historical events and important individuals in the target culture.	6.3.1 Identify one major historical event in the target country that corresponds to one major historical event in the United States; then discuss briefly the relationship between the two events.
	6.3.2 Select from a list of important persons in the target country one person about whom s/he can state one significant fact.

Grade Level: 4-6

Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 6: The learner will develop knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives	Measures
6.4 Identify outstanding people in the target country who made significant contributions to civilization, the arts, literature, music, science, and politics.	6.4.1 Listen to one piece of music by a composer from the target country (e.g., Debussy), then tell how it made you feel.
	6.4.2 Discuss the conditions under which the composer in 6.4.1 wrote his music; then say how he must have felt at the time, pointing to parts of the piece of music to support your judgment.
	6.4.3 View three paintings and match each one with the appropriate artist.
	6.4.4 Select one painting from 6.4.3; then write a paragraph to describe it.
6.5 Recognize the influence of the target culture on the American culture.	6.5.1 Examine the telephone directory for your city and write a list of five names that you consider to be foreign; then discuss with the teacher.
	6.5.2 Peruse your mother's cookbook and list five words that come from another language.
	6.5.3 Study the names of streets in your city for one week and list as many foreign names as you can; then present the list to your class and say why you think the names are foreign.
	6.5.4 Identify the names of American cities which show the influence of the culture being studied.

GRADES 7-8

Major Emphases

Second language study at the intermediate/advanced level continues to stress the development of the four skills introduced at the earlier levels. Students stretch their ability to recognize intonation patterns and extract meaning from broadcasts, reports, short stories, news articles, and conversations. They also learn how to determine the author's point of view and present their own, as well as how to distinguish between fact, fiction, and opinion. Moreover, students learn how to deliver simple oral reports and how to write summaries of general topics discussed in class, dialogues on familiar topics, and paragraphs or letters on assigned topics. Students learn to understand and express emotions and feelings.

Grammar is introduced informally at this level, enabling students to distinguish simple grammatical forms heard and read, and preparing them for the formal presentation of grammar at the advanced level. Therefore, the intermediate/advanced level may be termed the transitional level. By the end of the intermediate/advanced level, students will have developed a repertoire for understanding grammar.

Culture at this level expands the knowledge and understanding of the target country's language and behavior, geographical features, historical events, and important individuals and achievements. Students learn to recognize the influence of the target culture on their own culture.

Grades 7-8 Outline

1. Listening: Goal--to understand language in context when spoken by an educated native speaker

    1.1 Distinguish simple grammatical forms by listening
    1.2 Recognize intonation patterns and their effect on meaning
    1.3 Listen for the main idea in telephone calls, radio/TV broadcasts, oral reports, poems, and short stories
    1.4 Understand conversations about everyday topics, personal and family news, well-known current events, and routine school matters
    1.5 Obtain specific information by listening
    1.6 Determine feelings, emotions, and preferences as expressed in conversations, simple songs, poems, and paragraphs
    1.7 Distinguish fact from fiction or opinion
    1.8 Understand point of view/purpose

2. Speaking: Goal--to speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation

    2.1 Utilize accurate elementary grammatical constructions in oral expression
    2.2 Use reasonably accurate pronunciation and intonation
    2.3 Relate a narrative or deliver a simple oral report
    2.4 Communicate orally on everyday topics, personal and family information, well-known current events, and routine school matters
    2.5 Ask questions to seek information and give specific information orally
    2.6 Express emotions, feelings, and preferences orally
    2.7 Express orally the differences between fact, fiction, and opinion
    2.8 Express orally personal point of view

3. Reading: Goal--to understand the written language in context from print and nonprint materials in the target language

    3.1 Recognize elementary grammatical structures in selected written materials
    3.2 Read aloud a familiar passage with appropriate intonation and correct pronunciation
    3.3 Understand the main idea in selected reading passages
    3.4 Read for comprehension simple newspaper or magazine articles and simple (or edited) literary selections
    3.5 Obtain information through reading
    3.6 Determine emotions, feelings, or preferences from selected reading materials
    3.7 Distinguish fact, fiction, opinion, and inference in reading materials
    3.8 Determine author's point of view

4. Writing: Goal--to write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar

    4.1 Write controlled sentences and paragraphs with accurate elementary grammatical structures
    4.2 Transcribe dictated familiar material and elementary unfamiliar material
    4.3 Write summaries of general topics discussed in class, reading selections, or TV programs
    4.4 Write dialogues on familiar topics
    4.5 Write paragraphs or letters on assigned topics to convey information
    4.6 Express emotions, feelings, or preferences in writing
    4.7 Write short poems and narratives
    4.8 Express personal point of view in written form

5. Culture: Goal--to gain knowledge about other people and the ability to use language and behavior appropriate to real-life situations in the target culture

    5.1 Recognize language, customs, and patterns of behavior which are appropriate to the target culture
    5.2 Identify geographical features of the countries of the target language and their relationship to the culture
    5.3 Identify the major historical events and important individuals in the target culture
    5.4 Identify outstanding achievements of the people of the target country and their contributions to civilization in the arts, literature, music, science, and politics
    5.5 Recognize the influence of the target culture on her/his own culture

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 7-8 Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives		Measures	
1.1	Distinguish simple grammatical forms by listening.	1.1.1	Listen to a series of simple and compound sentences once, and indicate whether the subject or object pronoun is (a) masculine singular, (b) feminine singular, (c) neuter singular, or (d) plural.
		1.1.2	Listen to a sentence and identify the tense of the verb.
1.2	Recognize intonation patterns and their effect on meaning.	1.2.1	Listen to three sentences; indicate which is the question.
		1.2.2	Listen to a short passage; identify the mood (happy, sad, angry, peaceful).
1.3	Listen for the main idea in telephone calls, radio/TV broadcasts, oral reports, poems, and short stories.	1.3.1	Listen to a radio/TV commercial and indicate the product which was being advertised.
		1.3.2	Listen to a short story; write down everything s/he remembers; then underline the main idea.
1.4	Understand conversations about everyday topics, personal and family news, well-known current events, and routine school matters.	1.4.1	Respond to questions asked about everyday topics. (What did you eat for breakfast? Who is your favorite actor?)
		1.4.2	Listen to an interview/narrative and retell five facts from it.

Grade Level: 7-8 Page 2

Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives		Measures	
1.5	Obtain specific information by listening.	1.5.1	Listen to a short passage and answer three open-ended content questions about it.
		1.5.2	Listen to a short, taped conversation and then provide answers to questions provided prior to the playing of the tape.
1.6	Determine feelings, emotions, and preferences as expressed in conversations, simple songs, poems, and paragraphs.	1.6.1	Hear a short poem or simple song and select from a list of words/expressions those which best match the feelings expressed in the poem/song.
		1.6.2	Hear how each member of her/his small group feels about a situation (e.g., loss of a championship game) and report the feelings of the group to the class.
1.7	Distinguish fact from fiction or opinion.	1.7.1	Hear a statement and indicate whether it is fact, fiction, or opinion [e.g., George Washington was the first president (fact). George Washington was the best president (opinion). George Washington chopped down a cherry tree (fiction)].
		1.7.2	Listen to a short piece of literature (e.g., La Fontaine's Fables). Identify the characters, describe the action, and state what is real and what is fictional about it.

Grade Level: 7-8

Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives	Measures
1.8 Understand point of view/ purpose.	1.8.1 Listen to a short piece of fiction; choose from a list of adjectives the ones that describe the author's point of view.
	1.8.2 Listen to a short newscast or editorial; identify the speaker's purpose. (Is he for or against an issue?)

SECOND LANGUAGE STUDIES/MODERN/SPEAKING

Grade Level: 7-8   Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.1 Utilize accurate, elementary grammatical constructions in oral expression.	2.1.1 View a videotape of a situation; tell what is happening/happened, using a given tense.
	2.1.2 Create a dialogue with a partner on an assigned subject/situation, incorporating specific vocabulary or grammatical forms. Present the dialogue to the class.
2.2 Use reasonably accurate pronunciation and intonation.	2.2.1 Listen to a dialogue on tape; memorize it and with another student, present it to the class.
	2.2.2 View a film with sound and become familiar with the dialogue, then provide her/his own narration when sound is turned off.
2.3 Relate a narrative or deliver a simple oral report.	2.3.1 Tell a story based on a series of pictures (e.g., comic strip).
	2.3.2 Plan or tell about a trip to a foreign city; give information about climate, method of transportation, and important landmarks.

Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.4 Communicate orally on everyday topics, personal and family information, well-known current events, and routine school matters.	2.4.1 Answer questions from the teacher or other students about school, or home, which relate to material previously learned.
	2.4.2 Read a one-sided conversation; work with a partner to complete the scene and then orally present the conversation to the class.
2.5 Ask questions to seek information, and give specific information orally.	2.5.1 Using a map, ask directions which are then supplied by another student.
	2.5.2 Interview another student by asking personalized questions, then relate the responses orally to others in the class or write a short summary of what s/he has learned.
2.6 Express emotions, feelings, and preferences orally.	2.6.1 Study a picture or painting by an artist from the target culture and describe in one or two sentences the feelings that the painting evokes.
	2.6.2 Choose preferences from pairs of contrasting items (e.g., clothing styles, architecture, sports, musical excerpts) and give reasons orally for each choice.

Grade Level: 7-8 Page 3

Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.7 Express orally the differences between fact, fiction, and opinion.	2.7.1 Read a fable and orally indicate what is real and what is imaginary.
	2.7.2 View a series of television commercials; orally explain what is fact and what is opinion in each of them.
2.8 Express orally her/his point of view.	2.8.1 Read a short newspaper or magazine article, and state whether s/he is for or against the view it presents.
	2.8.2 Express views about a school issue (e.g., Should students with A's have to take final exams?).

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 7-8 Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.1 Recognize elementary grammatical structures in selected written materials.	3.1.1 Read a selected passage and identify all pronouns. 3.1.2 Read a short passage and underline all verbs, indicating tense.
3.2 Read aloud a familiar passage with appropriate intonation and correct pronunciation.	3.2.1 Memorize a short poem and deliver it to the class. 3.2.2 With other students, read aloud a short scene from a play.
3.3 Understand the main idea in selected reading passages.	3.3.1 After reading an assigned passage, select from a list of statements taken from the passage those which contribute to the main idea. 3.3.2 Read a short paragraph, and from three possible conclusions, select the one most consistent with the main idea.
3.4 Read for comprehension, simple newspaper or magazine articles and simple (or edited) literary selections.	3.4.1 Read a short passage from a newspaper or magazine (e.g., job description, classified ad), and answer three multiple choice questions. 3.4.2 Read a short literary selection (e.g., short story), and identify orally, or in writing, the main characters and the theme.

Grade Level: 7-8

Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.5 Obtain information through reading.	3.5.1 Read a selected passage about a cultural topic to find the answers to three questions supplied by the teacher prior to reading.
	3.5.2 Choose a famous person from the target culture, and from materials supplied by the teacher or found in the library, write down five facts about his life.
3.6 Determine emotions, feelings, or preferences from selected reading materials.	3.6.1 Read a short, literary selection and identify the emotions and feelings experienced by one character, then state how s/he would have reacted in the same situation.
	3.6.2 Read a short story and two alternate endings for the same story; then state orally whether the original, or one of the alternative endings, is preferred.
3.7 Distinguish fact, fiction, opinion, and inference in reading materials.	3.7.1 Read a newspaper article about a current event. Underline the factual statements and circle those which express opinions.
	3.7.2 Read a short passage and then identify whether it was extracted from a novel, a fable, or a newspaper article.

Grade Level: 7-8 Page 3

Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives		Measures	
3.8	Determine author's point of view.	3.8.1	Read a short, literary selection and choose from three statements the one which most clearly expresses the author's point of view.
		3.8.2	Read a short protest poem or song, and state orally, or in writing, the author's point of view.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 7-8 Skills/Subject Area: Writing/Modern Languages

COMPETENCY GOAL 4: The learner will write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

Objectives	Measures
4.1 Write controlled sentences and paragraphs with accurate elementary grammatical structures.	4.1.1 Transpose a sentence or series of sentences written in one tense into another tense.
	4.1.2 Construct a paragraph using specified words (e.g., verbs, adjectives, etc.) chosen from a list supplied by the teacher.
4.2 Transcribe dictated, familiar material and elementary, unfamiliar material.	4.2.1 Transcribe a dictated passage extracted from a written selection previously read.
	4.2.2 Transcribe a dictated, short, unfamiliar passage which contains vocabulary and grammatical structures previously learned.
4.3 Write summaries of general topics discussed in class, reading selections, or TV programs.	4.3.1 Write a short summary of a favorite TV episode.
	4.3.2 After reading a short literary selection (e.g., short story, essay), write a summary of it.
4.4 Write dialogues on familiar topics.	4.4.1 Write a dialogue with another student about a predetermined classroom situation (e.g., studying for a test).
	4.4.2 Write appropriate responses to a one-sided conversation.

Grade Level: 7-8 Page 2

Skills/Subject Area: Writing/Modern Languages

COMPETENCY GOAL 4: The learner will write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

Objectives	Measures
4.5 Write paragraphs or letters on assigned topics to convey information.	4.5.1 Write directions for a simple chore or recipe.
	4.5.2 Write a letter to the embassy of a particular country rerequesting information about that country.
4.6 Express emotions, feelings, or preferences in writing.	4.6.1 View a short film and write a paragraph describing the feelings of one of the characters.
	4.6.2 Read an incomplete anecdote in which the main character will have to make a choice, and write an ending to it.
4.7 Write short poems and narratives.	4.7.1 View a comic strip, and write a caption for each of the frames.
	4.7.2 Write a poem following a specific poetic form (haiku, cinquain).
4.8 Express her/his point of view in written form.	4.8.1 Write a TV commercial.
	4.8.2 After class discussion of a specific issue, write a paragraph expressing her/his point of view.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 7-8 Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 5: The learner will develop knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives		Measures	
5.1	Recognize language, customs, and patterns of behavior which are appropriate to the target language.	5.1.1	View a filmstrip of life in the target culture, and list behavior which differs from her/his own behavior (e.g., types of greetings, typical foods).
		5.1.2	Listen to ten statements about the target culture, and indicate which are true and which are false.
		5.1.3	Read a description of a situation and choose from three statements the one which describes behavior appropriate to the target culture.
5.2	Identify geographical features of the countries of the target language and their relationship to the target culture.	5.2.1	Identify on a map all the countries of the target language, their capital cities, and one important product.
		5.2.2	Choose one country of the target language and describe it orally or in writing, using a map, drawings, or pictures.
5.3	Identify the major historical events and important individuals in the target culture.	5.3.1	Do an historical time line of important events of one country of the target culture.
		5.3.2	Choose an important figure in the target culture from names supplied by the teacher, and list five significant facts about her/his life.

Grade Level: 7-8

Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 5: The learner will develop knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives	Measures
5.4 Identify outstanding achievements of the people of the target language and their contributions to civilization in the arts, literature, music, science, and politics.	5.4.1 Do a matching exercise in the target language, matching famous people to their contributions.
	5.4.2 Choose a painting from the target culture, and write a short paragraph describing it.
5.5 Recognize the influence of the target culture on her/his own culture.	5.5.1 Make a list of fifteen English words which originated from the target language.
	5.5.2 Identify names of American cities which show the influence of the target culture.

GRADES 9-12

Major Emphases

The program of second language study at the advanced level emphasizes greater and more sophisticated use of the four skills of listening, speaking, reading, and writing. Students develop an understanding of the essentials of conversations, broadcasts, poems, short stories, and lectures on nontechnical subjects. They learn to distinguish fact from fiction, opinion, bias, and propaganda, as well as to draw inferences and make judgments. In addition, students learn to take notes, write summaries, and prepare and present oral and written reports. Increased emphasis is placed on extracting meaning from unfamiliar material heard and read.

Formal presentation of grammar begins at the advanced level. Students learn to recognize both simple and complex grammatical forms and structures. Immediate application of grammar is stressed at this level to ensure continued progress in language proficiency. Students at this level expand their knowledge of vocabulary because they are involved in a greater variety of activities which require the use of language for a greater variety of purposes.

Culture continues to be stressed throughout the advanced level. Emphasis is placed on the ability to demonstrate and use language and patterns of behavior that are appropriate to real-life situations in the target culture. Also, students learn to describe the culture's literary, social and artistic movements, and to compare its patterns and values with their own culture's.

Grades 9-12 Outline

1. Listening: Goal--to understand language in context when spoken by an educated native speaker

   1.1 Distinguish simple and complex grammatical forms and structures
   1.2 Distinguish intonation patterns and audience
   1.3 Understand accurately the essentials of telephone calls, radio/TV broadcasts, oral reports, poems, short stories, and lectures on nontechnical subjects
   1.4 Understand conversations and discussions on most general topics and areas of special interest
   1.5 Obtain information by listening
   1.6 Distinguish feelings, emotions, and preferences as expressed in literary selections, music, and films
   1.7 Distinguish fact from fiction, opinion, inference, bias, and propaganda
   1.8 Analyze, draw inferences, and make judgments about what is heard

2. Speaking: Goal--to speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation

    2.1 Utilize accurately some complex grammatical constructions for oral expression
    2.2 Use reasonably accurate pronunciation, stress, rhythm, and intonation which would be acceptable to a native speaker
    2.3 Deliver oral reports, original poems or short stories, radio/TV broadcasts
    2.4 Participate in formal and informal conversations on practical, social, and school-related topics, as well as on areas of special interest
    2.5 Ask questions to clarify meaning and seek information; give specific information orally
    2.6 Express emotions, feelings, and preferences orally
    2.7 Distinguish fact, fiction, opinion, and bias, and make assumptions, judgments, and inferences orally
    2.8 Persuade orally

3. Reading: Goal--to understand the written language in context from print and nonprint materials in the target language

    3.1 Recognize some complex grammatical structures from written material
    3.2 Read aloud a selected passage with correct pronunciation, intonation, stress, and rhythm
    3.3 Read unfamiliar selections on general topics for general understanding
    3.4 Read for comprehension authentic newspaper and magazine articles, literary works, and other unedited materials
    3.5 Obtain information by reading
    3.6 Determine emotions, feelings, and preferences as expressed in unedited reading selections
    3.7 Make judgments and draw inferences from unedited written materials
    3.8 Analyze and evaluate an author's viewpoint and style

4. Writing: Goal--to write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar

    4.1 Write controlled paragraphs and compositions, utilizing accurate simple and complex grammatical constructions
    4.2 Transcribe dictated familiar material and intermediate unfamiliar material
    4.3 Take notes from lectures, films, tapes, and write summaries
    4.4 Write dialogues, skits, letters on most general topics and areas of special interest
    4.5 Write reports on assigned topics to convey information
    4.6 Express emotions, feelings, or preferences in writing
    4.7 Write original fiction and poetry
    4.8 Present arguments and persuade effectively

5. Culture: Goal--to gain knowledge about other people and the ability to use language and behavior appropriate to real-life situations in the target culture

   5.1 Demonstrate and be able to utilize language, customs, and patterns of behavior which are appropriate to the target culture
   5.2 Identify geographical features of the countries of the target language and their relationship to the target culture
   5.3 Identify the most outstanding achievements and contributions of the people of the target culture to world civilization
   5.4 Describe major literary, social, and artistic movements in the target culture; place them in an historical context
   5.5 Compare and contrast cultural patterns and values of the target culture with those of the North American culture

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 9-12 Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives	Measures
1.1 Distinguish simple and complex grammatical forms and structures.	1.1.1 Listen to a sentence in the present tense and change the verb to a past tense.
	1.1.2 Listen to a model sentence; then hear three sentences which contain grammatical substitutions; select the one sentence which expresses the idea of the model sentence.
1.2 Distinguish intonation patterns and audience.	1.2.1 Listen to a short passage and decide whether it is from a formal speech, an informal conversation, or a dramatic reading.
	1.2.2 Listen to a reading from a literary selection; describe orally or in writing the mood of the speaker.
1.3 Understand accurately the essentials of telephone calls, radio/TV broadcasts, oral reports, poems, short stories, and lectures on nontechnical subjects.	1.3.1 Engage in a telephone conversation with another student and write down a message for someone else.
	1.3.2 Hear a taped radio broadcast and answer who, what, where, or when questions on the content.
1.4 Understand conversations and discussions on most general topics and areas of special interest.	1.4.1 After participating in a group discussion of a particular issue, list the most important points discussed and report them to the class.
	1.4.2 Listen to a taped interview, answer directed questions about it, and write a brief summary.

Grade Level: 9-12

Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives	Measures
1.5 Obtain information by listening.	1.5.1 Listen to a formal lecture, take notes, and then answer questions in oral or written form.
	1.5.2 Listen to a taped conversation involving two or more people; then answer oral or written multiple choice questions about it.
1.6 Distinguish feelings, emotions, and preferences as expressed in literary selections, music, and films.	1.6.1 Listen to a poem or song; summarize it orally by one word of emotion or feeling; then write a paragraph in the target language expressing this feeling.
	1.6.2 View a film accompanied by narration on clothing or food in the target country and write her/his preferences in a 75-100 word paragraph.
1.7 Distinguish fact from fiction, opinion, inference, bias, and propaganda.	1.7.1 Listen to a literary selection (e.g., fable, tale) and then discuss or list what is real and what is fantasy.
	1.7.2 View and listen to a skit centered on the culture of another country. Write a paragraph discussing the similarities and differences between the target culture and her/his own culture.

Skills/Subject Area: Listening/Modern Languages

COMPETENCY GOAL 1: The learner will understand language in context when spoken by an educated native speaker.

Objectives	Measures
1.8 Analyze, draw inferences, and make judgments about what is heard.	1.8.1 View and hear a TV commercial, and then discuss the differences between a commercial and a newscast in terms of purpose, fact, bias, opinion, assumption, propaganda, and relevance. 1.8.2 As a member of a jury which has witnessed a court trial performed in class, distinguish fact from opinion.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 9-12 Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives		Measures	
2.1	Utilize accurately some complex grammatical constructions for oral expression.	2.1.1	Prepare a speech to deliver to the class, incorporating specific grammatical structures (e.g., subjunctive, passive voice, relative pronouns).
		2.1.2	Listen to a sentence containing several grammatical errors. Repeat the sentence, correcting the errors.
2.2	Use reasonably accurate pronunciation, stress, rhythm, and intonation which would be acceptable to a native speaker.	2.2.1	Read aloud a selection from a literary work which involves dialogue, using appropriate pronunciation, stress, rhythm, and intonation.
		2.2.2	Memorize a poem and then recite it with appropriate pronunciation, stress, rhythm, and intonation.
2.3	Deliver oral reports, original poems or short stories, radio/TV broadcasts.	2.3.1	Prepare a newsbrief about an historical event and present it to the class.
		2.3.2	Deliver a humorous anecdote to the class.
2.4	Participate in formal and informal conversations on practical, social, and school-related topics, as well as areas of special interest.	2.4.1	Prepare a skit on a predetermined topic (e.g., going to the doctor, asking someone for a date) with two other students, and present it to the class without notes.
		2.4.2	Choose from a series of role-playing situations presented by the teacher, and engage in an extemporaneous conversation with another student.

Grade Level: 9-12

Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives		Measures	
2.5	Ask questions to clarify meaning and seek information; give specific information orally.	2.5.1	Listen to a native speaker talk about her/his country. Ask her/him questions about the presentation.
		2.5.2	Give an oral report on a specific topic; respond to questions asked by other students.
2.6	Express emotions, feelings, and preferences orally.	2.6.1	Prepare a description of a recent personal experience (e.g., leaving home for the first time, first date); then present it orally to the class, being certain to describe her/his emotions and feelings.
		2.6.2	Read a story or view a movie; then choose a character and state orally what s/he might have done differently.
2.7	Distinguish fact, fiction, opinion, and bias, and make assumptions, judgments, and inferences orally.	2.7.1	Read a selection about the attitudes of the target country toward a specific topic (e.g., family, death, time) and discuss her/his attitudes about the same topic.
		2.7.2	Listen to an oral presentation of a poem, short story, or cultural report; analyze it orally in terms of fact, fiction, or opinion.

Grade Level: 9-12

Skills/Subject Area: Speaking/Modern Languages

COMPETENCY GOAL 2: The learner will speak the language so as to be understood by a native of the target culture, using correct pronunciation, stress, rhythm, and intonation.

Objectives	Measures
2.8 Persuade orally.	2.8.1 Participate in a debate with another student or group of students, presenting one side of a specific issue.
	2.8.2 With a group of students, play a survival game (e.g., of a group of ten people on a sinking ship, only eight can fit in a life boat), and argue effectively for her/his point of view.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 9-12 Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.1 Recognize some complex grammatical structures from written material.	3.1.1 Read a selected passage and underline a grammatical form specified by the teacher each time it appears.
	3.1.2 Read a passage in which a particular grammatical passage has been omitted; choose from three alternatives the one that best completes the passage.
	3.1.3 Read a passage which contains certain grammatical errors; underline the errors and correct them.
3.2 Read aloud a selected passage with correct pronunication, intonation, stress, and rhythm.	3.2.1 Read aloud a poem previously studied.
	3.2.2 Choose a scene from a play and, with other students, memorize the dialogue and present it to the class.
3.3 Read unfamiliar selections on general topics for general understanding.	3.3.1 Read an unfamiliar selection without referring to a dictionary. List the important ideas in it.
3.4 Read for comprehension authentic newspaper and magazine articles, literary works, and other unedited materials.	3.4.1 Read an article from a magazine or newspaper and prepare a written list of factual questions about it.
	3.4.2 Read a play and provide in writing: names and descriptions of characters (including protagonist and antagonist); sequence of major events; and outcome of the dramatization.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 9-12 Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.1 Recognize some complex grammatical structures from written material.	3.1.1 Read a selected passage and underline a grammatical form specified by the teacher each time it appears.
	3.1.2 Read a passage in which a particular grammatical passage has been omitted; choose from three alternatives the one that best completes the passage.
	3.1.3 Read a passage which contains certain grammatical errors; underline the errors and correct them.
3.2 Read aloud a selected passage with correct pronunication, intonation, stress, and rhythm.	3.2.1 Read aloud a poem previously studied.
	3.2.2 Choose a scene from a play and, with other students, memorize the dialogue and present it to the class.
3.3 Read unfamiliar selections on general topics for general understanding.	3.3.1 Read an unfamiliar selection without referring to a dictionary. List the important ideas in it.
3.4 Read for comprehension authentic newspaper and magazine articles, literary works, and other unedited materials.	3.4.1 Read an article from a magazine or newspaper and prepare a written list of factual questions about it.
	3.4.2 Read a play and provide in writing: names and descriptions of characters (including protagonist and antagonist); sequence of major events; and outcome of the dramatization.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 9-12 Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.1 Recognize some complex grammatical structures from written material.	3.1.1 Read a selected passage and underline a grammatical form specified by the teacher each time it appears.
	3.1.2 Read a passage in which a particular grammatical passage has been omitted; choose from three alternatives the one that best completes the passage.
	3.1.3 Read a passage which contains certain grammatical errors; underline the errors and correct them.
3.2 Read aloud a selected passage with correct pronunication, intonation, stress, and rhythm.	3.2.1 Read aloud a poem previously studied.
	3.2.2 Choose a scene from a play and, with other students, memorize the dialogue and present it to the class.
3.3 Read unfamiliar selections on general topics for general understanding.	3.3.1 Read an unfamiliar selection without referring to a dictionary. List the important ideas in it.
3.4 Read for comprehension authentic newspaper and magazine articles, literary works, and other unedited materials.	3.4.1 Read an article from a magazine or newspaper and prepare a written list of factual questions about it.
	3.4.2 Read a play and provide in writing: names and descriptions of characters (including protagonist and antagonist); sequence of major events; and outcome of the dramatization.

Grade Level: 9-12 Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.1 Recognize some complex grammatical structures from written material.	3.1.1 Read a selected passage and underline a grammatical form specified by the teacher each time it appears.
	3.1.2 Read a passage in which a particular grammatical passage has been omitted; choose from three alternatives the one that best completes the passage.
	3.1.3 Read a passage which contains certain grammatical errors; underline the errors and correct them.
3.2 Read aloud a selected passage with correct pronunication, intonation, stress, and rhythm.	3.2.1 Read aloud a poem previously studied.
	3.2.2 Choose a scene from a play and, with other students, memorize the dialogue and present it to the class.
3.3 Read unfamiliar selections on general topics for general understanding.	3.3.1 Read an unfamiliar selection without referring to a dictionary. List the important ideas in it.
3.4 Read for comprehension authentic newspaper and magazine articles, literary works, and other unedited materials.	3.4.1 Read an article from a magazine or newspaper and prepare a written list of factual questions about it.
	3.4.2 Read a play and provide in writing: names and descriptions of characters (including protagonist and antagonist); sequence of major events; and outcome of the dramatization.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 9-12 Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.1 Recognize some complex grammatical structures from written material.	3.1.1 Read a selected passage and underline a grammatical form specified by the teacher each time it appears.
	3.1.2 Read a passage in which a particular grammatical passage has been omitted; choose from three alternatives the one that best completes the passage.
	3.1.3 Read a passage which contains certain grammatical errors; underline the errors and correct them.
3.2 Read aloud a selected passage with correct pronunication, intonation, stress, and rhythm.	3.2.1 Read aloud a poem previously studied.
	3.2.2 Choose a scene from a play and, with other students, memorize the dialogue and present it to the class.
3.3 Read unfamiliar selections on general topics for general understanding.	3.3.1 Read an unfamiliar selection without referring to a dictionary. List the important ideas in it.
3.4 Read for comprehension authentic newspaper and magazine articles, literary works, and other unedited materials.	3.4.1 Read an article from a magazine or newspaper and prepare a written list of factual questions about it.
	3.4.2 Read a play and provide in writing: names and descriptions of characters (including protagonist and antagonist); sequence of major events; and outcome of the dramatization.

Grade Level: 9-12 Page 2

Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives		Measures	
3.5	Obtain information by reading.	3.5.1	Read a classmate's set of complicated directions for arriving at a certain destination and draw a map to correspond to them.
		3.5.2	Do research in the target language on a particular country, historical event, or person; take notes and prepare an outline for an oral or written report.
3.6	Determine emotions, feelings, and preferences as expressed in unedited reading selections.	3.6.1	Read a poem and a fable for comparison; then discuss in writing which literary form lends itself better to expressing and evoking feelings and emotions.
		3.6.2	Read a passage which presents a controversial idea (e.g., Nuclear weapons should be banned.), and react orally or in writing to it, expressing emotions and preferences.
3.7	Make judgments and draw inferences from unedited written materials.	3.7.1	Read an historical play, novel, or short story; and then discuss what was fiction, fact, bias.
		3.7.2	Read a short story with the ending omitted; then write an ending for it.

Grade Level: 9-12

Skills/Subject Area: Reading/Modern Languages

COMPETENCY GOAL 3: The learner will understand written language in context from print and nonprint materials in the target language.

Objectives	Measures
3.8 Analyze and evaluate an author's viewpoint and style.	3.8.1 Read an editorial from a newspaper; express the author's viewpoint, and underline the words and phrases which led to her/his analysis.
	3.8.2 Read a selection from biography or nonfiction (e.g., Napoleon, Hitler, Spanish Civil War); and write a report explaining why the subject deserves to be written (i.e., its importance to society); and write a summary of the information learned from the selection.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 9-12 Skills/Subject Area: Writing/Modern Languages

COMPETENCY GOAL 4: The learner will write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

Objectives		Measures	
4.1	Write controlled paragraphs and compositions, utilizing accurate, simple and complex grammatical constructions.	4.1.1	Write a paragraph on an assigned topic, incorporating simple, compound, and complex sentences.
		4.1.2	Read a composition containing grammatical errors, underline those errors, and correct them.
4.2	Transcribe dictated, familiar material and intermediate, unfamiliar material.	4.2.1	Transcribe a dictated literary passage previously read.
		4.2.2	Transcribe a dictated unfamiliar passage which contains previously-learned complex grammatical structures.
4.3	Take notes from lectures, films, or tapes, and write summaries.	4.3.1	Listen to a live or taped lecture, take notes, and write a summary.
		4.3.2	View a full length film and write a summary of it.
4.4	Write dialogues, skits, letters on most general topics and areas of special interest.	4.4.1	Write a letter to a pen pal in another country.
		4.4.2	With other students, write a script for a TV show; then present it to the class and videotape it.

Grade Level: 9-12

Skills/Subject Area: Writing/Modern Languages

COMPETENCY GOAL 4: The learner will write so as to be understood by an educated native of the target culture, using correct spelling, punctuation, vocabulary, and grammar.

Objectives	Measures
4.5 Write reports on assigned topics to convey information.	4.5.1 Write a report on an assigned topic related to the target culture (e.g., governments, stereotypes).
	4.5.2 Write a news item about a current school or community event for inclusion in a newspaper published by the class.
4.6 Express emotions, feelings, or preferences in writing.	4.6.1 Read a play, choose a character, and describe her/his emotions and feelings. Then describe how s/he (the student) would have reacted in similar circumstances.
	4.6.2 Write a composition on the topic "If I could change the world, I would________________________."
4.7 Write original fiction, or poetry.	4.7.1 Write an original short story from a choice of themes and ideas supplied by the teacher and developed by the class.
	4.7.2 Write one chapter of a class novel which describes a particular situation through the eyes of one character.
4.8 Present arguments and persuasions effectively.	4.8.1 Write an advertisement for a particular product.
	4.8.2 Write an article in support of a specific political candidate.

SECOND LANGUAGE STUDIES/MODERN

Grade Level: 9-12 Skills/Subject Area: Culture/Modern Languages

COMPETENCY GOAL 5: The learner will gain knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives		Measures	
5.1	Demonstrate and be able to utilize language, customs, and patterns of behavior which are appropriate to the target culture.	5.1.1	View a film from the target culture; then write a short composition describing the behavior of one character as it relates to cultural patterns.
		5.1.2	Interview a native speaker about life in his/her country; then, write a summary of the interview.
		5.1.3	Choose a cultural conflict situation (e.g., dating) and role play with another student using the target language and appropriate behavior.
5.2	Identify geographical features of the countries of the target language and their relationship to the target culture.	5.2.1	Choose one city in a country where the target language is spoken, describe its geography, and relate the geographical features to its economic development and population growth.
		5.2.2	Write a "what if" composition showing the relationship between geography and the economy (e.g., What if France had not had vineyards? What if there were no coffee in Colombia?).
5.3	Identify the most outstanding achievements and contributions of the people of the target culture to world civilization.	5.3.1	From an historical period selected by the teacher, name five imporpant people and their contributions to civilization.
		5.3.2	Choose a figure from the target culture (Cervantes, Napoleon, Bach), and by assuming her/his character, talk to the class about her/his life.

Grade Level: 9-12 Page 2

Skills/Subject Area: Culture/Second Languages

COMPETENCY GOAL 5: The learner will gain knowledge about another people and the ability to use language and behavior appropriate to real-life situations in the target culture.

Objectives	Measures
5.4 Describe major literary, social, and artistic movements and place them in an historical context.	5.4.1 Select one movement in cultural history (e.g., romantic, classical) and then prepare a written report comparing examples of this movement in art, architecture, literature, and music.
	5.4.2 Recreate a period in history (e.g., Middle Ages) with other classmates and prepare a presentation involving artistic, literary, historical and/or social aspects of that period.
5.5 Compare and contrast cultural patterns and values of the target culture and the North American culture.	5.5.1 Read a magazine from the target culture and select articles, pictures, advertisements, or cartoons which reflect the target culture. Compare it with a similar magazine from the native culture.
	5.5.2 Read a literary selection, view a film, or read a magazine article, and list the cultural similarities and differences as they compare with the North American culture.

Classical Latin

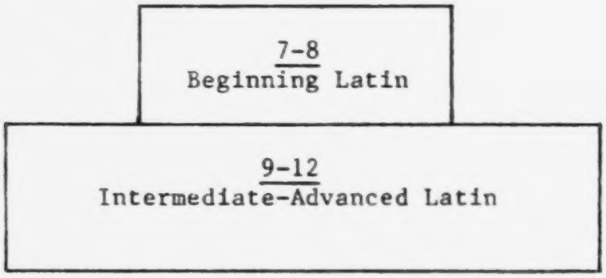
CLASSICAL LATIN

PURPOSE AND OVERVIEW

The purpose of a program in Classical Latin is two-fold: (1) to study Latin vocabulary, structure, and syntax and the relationship of Latin to English and other languages to improve one's ability to speak, read, and write; and (2) to gain an appreciation of Roman culture and its influence on Western civilization. More than fifty percent of English words are derived from Latin. Moreover, Latin is a highly inflected language and offers the clearest basis for comparison with the structural development of English. In addition, it is the root of the Romance languages and provides excellent preparation for the study of them. Finally, Greco-Roman civilization is the source of much Western art, literature, music, philosophy, and law and, thus, serves as a good foundation for understanding our own culture.

The primary immediate objective underlying the entire process of each year of Latin is progressive development of the ability to read and understand the language. This involves an increasing mastery of correct Latin pronunciation, of a selected vocabulary, and of essential inflection and syntax. Closely connected with these are the facility to read Latin at sight, to translate English sentences into Latin, and to understand both Latin and English word formation and derivation. Moreover, throughout the learning process, a greater awareness and appreciation of Western civilization and culture is fostered through the study of classical literature and Roman history, life, and institutions.

COURSE OF STUDY



Most Latin programs in North Carolina begin in high school but could start as early as grade 7. Therefore, the curriculum for beginning Latin is included at grades 7-8. However, whenever Latin study is begun, this section will apply. The Latin sequence is continued at grades 9-12, leading to a maximum of six levels of Latin instruction. This intermediate-advanced curriculum represents further development of the same areas begun in grades 7-8. The degree of proficiency attained by individual students is directly related to the number of years of study.

Latin is no longer a requirement for college entrance, although it may fulfill the foreign language entrance requirements at many colleges and universities. As of June, 1984, it was offered in only 42 of 142 local units. However, the Foreign Language Curriculum Study Committee recommended in its report to the State Board of Education in October, 1983, that every local school unit make Latin available to secondary school students.

LEARNING OUTCOMES

The study of Latin can be divided into four major areas: Reading, Writing, Derivation, and Culture/Literature. However, none of these individual areas is stressed in isolation; all are interdependent and interrelated. Grammar is included as part of reading and writing and contributes to the development of both skills but is not considered as a separate section. In addition, unlike the curriculum for the modern languages, oral communication is only of secondary importance. It may aid in the attainment of reading and writing skills but is not a goal of the overall program.

At each level of learning, a student should exhibit increased facility in each of the four areas as follows:

Reading--Progressive development of the ability to understand the written language.

Writing--Progressive development of the ability to write the language using appropriate structures, patterns, and vocabulary.

Derivation--Progressive development of the ability to determine the meaning of words in English and other languages.

Culture/Literature--Progressive development of an understanding of Greco-Roman culture and literature and their impact on Western civilization.

These goals remain constant throughout the complete sequence of Latin instruction.

GRADES 7-8

Major Emphases

At the first level of Latin study, emphasis is placed on introducing students to the four areas: reading, writing, derivation, and culture/literature. Students begin to master a limited vocabulary and to recognize and use simple grammatical forms and structures. They learn to read aloud with standard classical pronunciation and to comprehend written words, sentences, and simple passages. In addition, they are introduced to the process of word derivation and the relationship of Latin to English and other languages.

Throughout the beginning level, culture and literature are incorporated in instruction. Students learn to identify the major geographical features of the Roman world and their significance. They also study the daily life and customs of the Romans and some outstanding achievements of important individuals. Moreover, they are introduced to the major mythological characters and stories and their connection to Roman literature and religion.

Grades 7-8 Outline

1. Reading: Goal--to understand the written language

    1.1 Discriminate between and among sounds
    1.2 Make sound--symbol correspondences
    1.3 Discriminate between and among sounds in order to recognize semantic and grammatical meaning in context
    1.4 Recognize and understand concrete words, simple phrases, and sentences
    1.5 Respond to simple who, what, where, how, when, why, how many/how much questions
    1.6 Follow directions and commands
    1.7 Pronounce familiar words that are written
    1.8 Recognize and say familiar words, phrases, and sentences that are written
    1.9 Read aloud a familiar passage with appropriate intonation and correct pronunciation
    1.10 Identify parts of speech
    1.11 Recall facts and list details from materials read
    1.12 Paraphrase and summarize
    1.13 Understand meaning from context clues
    1.14 Extract the main idea from material read
    1.15 Draw inferences about the meaning of words and their use in the passage
    1.16 Draw inferences as to parallels and relevance to modern life
    1.17 Distinguish simple grammatical forms and structures

2. Writing: Goal--to write using appropriate structures, patterns, and vocabulary

   2.1 Reproduce in writing sounds, words, and simple phrases
   2.2 Write concrete words, simple phrases, and sentences
   2.3 Ask and answer simple who, what, where, how, and how much/many questions
   2.4 Give and perform simple commands
   2.5 Write descriptive sentences
   2.6 Write controlled sentences and paragraphs with accurate elementary grammatical structures

3. Derivation: Goal--to determine the meaning of words in English and other languages

   3.1 Recognize and understand Latin expressions used in modern life
   3.2 Recognize and understand abbreviations of Latin expressions used in modern life
   3.3 Recognize English words as direct derivatives from Latin
   3.4 Recognize English words as direct derivatives from Romance languages
   3.5 Recognize English words as direct derivatives from Latin roots
   3.6 Categorize Latin and English words according to "word families"
   3.7 Recognize English words derived from Latin words with minor modifications
   3.8 Recognize English words derived from the Romance languages with minor modifications
   3.9 Identify and recognize Latin prepositions which are used as English prefixes
   3.10 Recognize and understand the process of assimilation
   3.11 Categorize Latin and English words according to families formed by adding prefixes
   3.12 Identify and understand English suffixes derived from Latin roots and endings
   3.13 Identify and understand English suffixes derived from Romance and other languages
   3.14 Locate and organize information in order to arrive at reasonable conclusions about the meanings and spellings of words
   3.15 Recognize the difference in status in old and new meanings of words
   3.16 Recognize the influence of specific historical events upon the development of the English language

4. Culture and Literature: Goal--to understand Greco-Roman culture and literature and their impact on Western civilization

   4.1 Identify geographical features
   4.2 Identify geographical features and their relationship to the culture
   4.3 Identify geographical features and their relationship to history
   4.4 Identify geographical features and their relationship to literature

4.5 Name and describe the major historical events and important individuals
4.6 Name and describe major national festivities
4.7 Name and describe major recreational and sports activities
4.8 Name and describe the customs and patterns of daily life
4.9 Name and describe outstanding achievements of the Roman people in the arts, literature, science, architecture, engineering, and politics
4.10 Name and describe major mythological characters
4.11 Name and describe the major mythologized stories
4.12 Name and describe the major religious customs, rites, and ceremonies
4.13 Recognize the relationship of mythology and religion to the daily life of the Romans
4.14 Recognize the relationship of mythology and religion to the literature of the Romans
4.15 Distinguish myth, legend, tale

SECOND LANGUAGE STUDIES/CLASSICAL LATIN

Grade Level: 7-8 Skills/Subject Area: Reading/Latin

COMPETENCY GOAL 1: The learner will understand the written language.

Objectives	Measures
1.1. Discriminate between and among sounds.	1.1.1 Listen to a series of words containing either of two vowels/consonants and show recognition of the sound specified prior to the exercise each time s/he hears it.
	1.1.2 Hear a number of paired words and indicate on a paper whether both sounds in each pair were the same or different.
	1.1.3 Listen to a series of "three-word" groups and circle the number which corresponds to the word containing a pre-specified sound that differs from the other two in each group.
	1.1.4 Hear a series of words containing the same vowel sound and indicate the phonetic symbol (e.g., IPA) or the vowel which corresponds to the sound specified in each word series.
1.2 Make sound-symbol correspondences.	1.2.1 Listen to a series of individual sounds and then circle the corresponding letter from the target language alphabet.
	1.2.2 Read a series of letters from the target alphabet and produce orally the corresponding sound.
	1.2.3 Listen to a series of "three-letter" groups and circle the two letters that sound alike.
	1.2.4 Listen to a series of "three-letter" groups and circle the letter that does not sound like the other two in each group.

Grade Level: 7-8

Skills/Subject Area: Reading/Latin

COMPETENCY GOAL 1: The learner will understand the written language.

Objectives	Measures
1.3 Discriminate between and among sounds in order to recognize semantic and grammatical meaning in context.	1.3.1 Listen to a series of nouns. Determine if the noun is singular or plural (e.g., puella/puellae).
	1.3.2 Listen to a series of verbs. Determine the person of the subject (e.g., amo-I, amamus-we).
1.4 Recognize and understand concrete words, simple phrases, and sentences.	1.4.1 View two objects while hearing one name; then pick up the correct object.
	1.4.2 View two pictures while hearing a description; then choose the correct picture.
1.5 Respond to simple who, what, where, how, when, why, how many/much questions.	1.5.1 View an object and name it when asked "What is this?"
	1.5.2 Hear the question, "Where is Rome?" Then find it on a map and say where it is.
1.6 Follow directions and commands.	1.6.1 Hear commands and comply (e.g., "Open your book." "Close the door.").
	1.6.2 Hear a series of commands and carry out only those commands that are preceded by "Simon dicit."
	1.6.3 Choose from a hat a slip of paper on which a command is written. Execute the command.
1.7 Pronounce familiar words that are written.	1.7.1 Pronounce the words in the Review Lesson of the text.
	1.7.2 Choose a slip of paper on which a familiar word is written. Pronounce the word.

Grade Level: 7-8

Skills/Subject Area: Reading/Latin

COMPETENCY GOAL 1: The learner will understand the written language.

Objectives		Measures
1.8 Recognize and say familiar words, phrases, and sentences.	1.8.1	Given a slip of paper with the Latin word puella written on it, say the word.
	1.8.2	Read aloud the sentence "Roma est in Italia" and then translate it.
1.9 Read aloud a familiar passage with appropriate intonation and correct pronunciation.	1.9.1	Learn a familiar passage and recite it from memory.
	1.9.2	Learn a song and sing it with appropriate intonation and correct pronunciation.
1.10 Identify parts of speech.	1.10.1	Read the vocabulary and identify all nouns.
	1.10.2	Read a passage in which verbs have been omitted and supply the correct verb forms appropriate to the passage's meaning.
1.11 Recall facts and list details from materials read.	1.11.1	Read a short selection and answer factual questions.
	1.11.2	Read a version of a myth and draw a picture of the god.
1.12 Paraphrase and summarize.	1.12.1	Read a passage and, from a series of sentences, choose the one which best summarizes it.
	1.12.2	Read a passage and paraphrase it in English.

Grade Level: 7-8

Skills/Subject Area: Reading/Latin

COMPETENCY GOAL 1: The learner will understand the written language.

Objectives	Measures
1.13 Understand meaning from context clues.	1.13.1 Read a familiar selection from which key words have been omitted. Then select from a given list the appropriate word for each blank.
	1.13.2 Read a passage with unfamiliar words and give the meanings of certain words from context.
1.14 Extract the main idea from material read.	1.14.1 Read a passage and select from a list of sentences the one which best summarizes the main idea of the passage.
	1.14.2 Read a passage and select from a list of titles the one which best relates to it.
1.15 Draw inferences about the meanings of words and understand their use in the passage.	1.15.1 Read three sentences in which the word ubi is used and determine the correct meaning of ubi (where as an adverb, or where as an interrogative word).
	1.15.2 Read three sentences in which the verb is facio. Determine in each, whether the word means make or do.
1.16 Draw inferences as to parallels and relevance to modern life.	1.16.1 Read the myth of Ceres and Proserpina, and list three products which are named after the gods Mercury, Pluto, and Ceres.
	1.16.2 Read the myth of Ceres and Proserpina; tell what phenomena this myth explained.

Grade Level: 7-8 Page 5

Skills/Subject Area: Reading/Latin

COMPETENCY GOAL 1: The learner will understand the written language.

Objectives	Measures
1.17 Distinguish simple grammatical forms and structures.	1.17.1 Read a series of statements and determine if the statement was a question or a command.
	1.17.2 Read a sentence: then identify and underline subjects and circle direct objects.
	1.17.3 Read a passage; then underline subjects and circle predicate nominatives.

SECOND LANGUAGE STUDIES/CLASSICAL LATIN

Grade Level: 7-8 Skills/Subject Area: Writing/Latin

COMPETENCY GOAL 2: The learner will develop the skill to write using appropriate structures, patterns, and vocabulary.

Objectives	Measures
2.1 Reproduce in writing, sounds, words, and simple phrases.	2.1.1 Practice orally two vowel sounds and repeat words containing those sounds; then write them.
	2.1.2 Study a series of words in the target language; pronounce the words in syllables; then write them.
	2.1.3 Hear a series of sentences, each of which contains one to three specified sounds. Repeat them aloud; then write them.
	2.1.4 Listen to a series of sounds. Select from a prepared list of words the ones containing the given sounds and write them.
	2.1.5 Build and write Latin words having the same given sound.
2.2 Write concrete words, simple phrases, and sentences.	2.2.1 View a series of pictures of concrete objects and orally provide the appropriate word for each.
	2.2.2 View a series of pictures of people in action (e.g., walking, running, swimming) and select from a list the verb that describes the action.
	2.2.3 Listen to a list of concrete words and write what is heard.
	2.2.4 Listen to a list of prepositional phrases and write what is heard.
	2.2.5 Listen to a passage from a text appropriate to the language level and write what is heard.

Grade Level: 7-8 Page 2

Skills/Subject Area: Writing/Latin

COMPETENCY GOAL 2: The learner will develop the skill to write using appropriate structures, patterns, and vocabulary.

Objectives	Measures
2.3 Ask and answer simple who, what, where, when, how, and how much/many questions.	2.3.1 Observe a picture and answer orally questions such as "How many girls/boys are in the picture?"
	2.3.2 Read or listen to a short selection and answer orally factual questions relating to the selection.
	2.3.3 Read a familiar passage; then write answers to questions such as "Where did the gods live?"
	2.3.4 View a film strip and answer questions such as "How many children were in Claudius' family?"
2.4 Give and perform simple commands.	2.4.1 On a slip of paper write a command which uses familiar vocabulary and place it in a hat. Other students will draw slips from the hat and perform the commands.
	2.4.2 Form the imperative from the third person singular of a verb and give it as a command.
2.5 Write descriptive simple sentences.	2.5.1 View a color slide and describe in writing the content.
	2.5.2 View the teacher or student performing an action and describe the action in writing, using a prepositional phrase.
2.6 Write controlled sentences and paragraphs with accurate elementary grammatical structures.	2.6.1 Study a statement and produce an interrogative, imperative, or negative sentence.
	2.6.2 Combine two separate statements into a single sentence.

SECOND LANGUAGE STUDIES/CLASSICAL LATIN

Grade Level: 7-8 Skills/Subject Area: Derivation/Latin

COMPETENCY GOAL 3: The learner will determine the meaning of words in English and other languages.

Objectives		Measures
3.1. Recognize and understand Latin expressions used in modern life.	3.1.1	Match Latin expressions to their English equivalents (e.g., ad hoc, ex post facto).
	3.1.2	Write English sentences which include Latin phrases chosen from a prepared list.
3.2 Recognize and understand abbreviations of Latin expressions used in modern life.	3.2.1	Match a list of abbreviations to a list of Latin phrases (e.g., etc., etcetera, nib., nota bene).
	3.2.2	Match Latin abbreviations to their English equivalents.
3.3 Recognize English words as direct derivatives from Latin.	3.3.1	List ten English words which are directly derived from Latin (e.g., ambulance).
3.4 Recognize English words as direct derivatives from the Romance languages.	3.4.1	Make a list of English words which are directly derived from Spanish.
	3.4.2	Build an Arch de Triumph using 3x5 index cards on which are written English words directly derived from French.
3.5 Recognize English words as direct derivatives from Latin roots.	3.5.1	Make a poster listing the Latin nominative and genitive singular on the left side and the English equivalent on the right.
	3.5.2	Form an English word from the supine root from a list of verbs and their four principal parts.

Grade Level: 7-8

Skills/Subject Area: Derivation/Latin

COMPETENCY GOAL 3: The learner will determine the meaning of words in English and other languages.

	Objectives		Measures
3.6	Categorize Latin and English words according to "word families".	3.6.1	Create a mobile that illustrates English and Latin "word families" (e.g., amicus, amicitia, amice; friend, friendship, friendly).
		3.6.2	Draw a picture of a "word family," labeling each member.
3.7	Recognize English words derived from Latin words with minor modifications.	3.7.1	Form the English counterpart from a list of Latin words ending in "ia" (e.g., familia-family, gloria-glory, memoria-memory).
		3.7.2	Match the picture of an animal to the appropriate adjective (e.g., picture of horse-equine).
3.8	Recognize English words derived from the Romance languages with minor modifications.	3.8.1	Find the musical terms derived from Italian in a "seek and find" word puzzle.
		3.8.2	List twenty English words derived from the Romance languages.
3.9	Identify and recognize Latin prepositions which are used as English prefixes.	3.9.1	Make a list of common Latin prepositions used as prefixes in English.
		3.9.2	Form five English words from a list of Latin prefixes and an English root (e.g., [root-ject], eject-reject-subject).
3.10	Recognize and understand the process of assimilation.	3.10.1	From a list of prefixes form new Latin words.
		3.10.2	Identify the Latin preposition and root in a series of English words.

Skills/Subject Area: Derivation/Latin

COMPETENCY GOAL 3: The learner will determine the meaning of words in English and other languages.

Objectives	Measures
3.11 Categorize Latin and English words according to families formed by adding prefixes.	3.11.1 Draw a picture of a carrot, putting the root word on the carrot and the derivatives of the word formed by adding prefixes, on the foliage.
	3.11.2 Keep a notebook of Latin compounds and root words.
3.12 Identify and understand English suffixes derived from Latin roots and endings.	3.12.1 Form new Latin and English words using a list of suffixes.
	3.12.2 Identify both Latin suffixes and roots from a list of English and Latin words.
3.13 Identify and understand English suffixes derived from Romance and other languages.	3.13.1 Drop the Latin ending, and add the French suffix "ion" in a list of the fourth principal part of selected verbs.
	3.13.2 Add "issimo" to a group of musical terms.
3.14 Locate and organize information in order to arrive at reasonable conclusions about the meanings and spellings of words.	3.14.1 Read a list of English derivatives with a key letter omitted, and select the correct letter from a group of three.
	3.14.2 Correct the spelling of a list of English words which have been incorrectly spelled.
3.15 Recognize the difference in the status of old and new meanings of words.	3.15.1 Indicate old and new meanings of ten words.
	3.15.2 Tell which of two pictures, illustrates the old meaning of a word and which illustrates its new meaning.

Skills/Subject Area: Derivation/Latin

COMPETENCY GOAL 3: The learner will determine the meaning of words in English and other languages.

Objectives	Measures
3.16 Recognize the influence of specific historical events upon the development of the English language.	3.16.1 Make an historical time line tracing the development of the English language.
	3.16.2 Identify all Italian musical terms dating from the Renaissance.

SECOND LANGUAGE STUDIES/CLASSICAL LATIN

Grade Level: 7-8

Skills/Subject Area: Culture and Literature/
Latin

COMPETENCY GOAL 4: The learner will develop an understanding of Greco-Roman culture and literature and their impact upon Western Civilization.

Objectives	Measures
4.1 Identify geographical features.	4.1.1 View a map and locate Italy and Rome.
	4.1.2 Fill in a blank map of Italy with major cities and rivers.
4.2 Identify geographical features and discuss their relationship to the culture.	4.2.1 Locate Delphi, Mount Olympus, and Ostia on a map.
	4.2.2 Match each location in 4.2.1 to a list of statements about them.
	4.2.3 Select one of the locations in 4.2.1, and discuss its significance in more detail.
4.3 Identify geographical features and their relationship to history.	4.3.1 Locate Mount Vesuvius and Pompeii. Discuss events of August 24, 79 A. D.
	4.3.2 Locate Rome and Carthage on a map and show how their proximity led to the Punic Wars.
4.4 Identify geographical features and discuss their relationship to literature.	4.4.1 Trace the routes of Aeneas and Ulysses on a map.
	4.4.2 Study the routes in 4.4.1 and determine whether these paths ever crossed.
	4.4.3 Discuss the reasons for and outcomes of the trips in 4.4.1.

Grade Level: 7-8 Page 2

Skills/Subject Area: Culture and Literature/Latin

COMPETENCY GOAL 4: The learner will develop an understanding of Greco-Roman culture and literature and their impact upon Western civilization.

Objectives		Measures	
4.5	Name and describe the major historical events and important individuals.	4.5.1	Read a cultural selection on the founding of of Rome, and tell when, where, and by whom Rome was founded; the significance of its location; and the characteristics of its people.
		4.5.2	View a filmstrip such as the Twelve Caesars and list the twelve emperors in order of reign.
4.6	Name and describe major national festivities.	4.6.1	View a filmstrip about the Saturnalia and name four features of the festival.
		4.6.2	View a filmstrip on Roman holidays and act out a skit about a young girl attending Lupercalia.
4.7	Name and describe major recreational and sports activities.	4.7.1	View a feature film such as Ben Hur and discuss the dangers of charioteering.
		4.7.2	Read a selection about gladiatorial games and discuss aspects of slavery.
4.8	Name and describe the customs and patterns of daily life.	4.8.1	Study and discuss a visual presentation of food and then categorize the foods as to the course in which they would appear.
		4.8.2	After 4.8.1, stage a Roman banquet.

Skills/Subject Area: Culture and Literature/Latin

COMPETENCY GOAL 4: The learner will develop an understanding of Greco-Roman culture and literature and their impact upon Western civilization.

Objectives	Measures
4.9 Name and describe outstanding achievements of the Roman people in the arts, literature, science, architecture, engineering, and politics.	4.9.1 View slides of architectural landmarks and identify them.
	4.9.2 Read a selection on Roman medicine and discuss the significance of the hospital on Tiber Island.
	4.9.3 Read a selection about Roman authors and match an author with his work.
	4.9.4 View a filmstrip on the Appian Way and draw a cross section of a Roman road.
4.10 Name and describe major mythological characters.	4.10.1 View a filmstrip on Greek and Roman mythology. List the Roman names and their Greek counterparts.
	4.10.2 Hear the story of "The Twelve Labors of Hercules" and draw a picture of Hercules accomplishing one of his labors.
4.11 Name and describe the major mythologized stories.	4.11.1 View a filmstrip on Greek and Roman mythology; prepare a shield indicative of a god's realm, and objects sacred to him, his associates, and his family members.
	4.11.2 Read selections from Mythology by Edith Hamilton and draw a family tree.
4.12 Name and describe the major religious customs, rites, and ceremonies.	4.12.1 Read a selection on Roman names and select a praenomen, nomen, and cognomen for a classmate.
	4.12.2 Read a selection about a Roman wedding and enact a skit about a religious wedding.

Skills/Subject Area: Culture and Literature/Latin

COMPETENCY GOAL 4: The learner will develop an understanding of Greco-Roman culture and literature and their impact upon Western civilization.

Objectives	Measures
4.13 Recognize the relationship of mythology and religion to the daily life of the Romans.	4.13.1 Read a selection on the Lare, Penates, and Manes and match a description to each.
	4.13.2 Read a selection about the Temple of Vesta and list the requirements for being a Vestal Virgin.
4.14 Recognize the relationship of mythology and religion to the literature of the Romans.	4.14.1 Read a battle scene from the Trojan War and discuss the role of the gods in the battle.
	4.14.2 Translate the story of Aeneas' flight from Troy and describe the sacred objects Anchises carried with him.
4.15 Distinguish myth, legend, and tale.	4.15.1 View a film on Greek and Roman mythology and categorize the stories presented as to myth, tale, and legend.
	4.15.2 Read six stories from Edith Hamilton's Mythology and categorize each as a myth, fable, or legend.

GRADES 9-12

Major Emphases

Latin study in grades 9-12 continues the development of the skills which have already been introduced, if instruction was begun in earlier grades. Students in the intermediate-advanced levels expand their knowledge of vocabulary and their ability to utilize both simple and complex grammatical structures and syntax. They improve their reading skills, learning to paraphrase, summarize, translate, predict outcomes, and draw inferences. Moreover, students exhibit an increased mastery of the process of word derivation and an understanding of the historical development of English and other languages. Nevertheless, student's facility in the Latin language will be directly related to the number of years of continuous study.

Culture and literature continue to be stressed throughout the intermediate and advanced levels. Increased emphasis is placed on Roman history and its impact on world civilization. Building on the knowledge of mythology gained at the beginning level, students continue the study of Latin literature and the relationship of mythology to it. As students proceed to advanced levels of study, they improve their ability to understand unedited works of literature and develop the skills necessary to analyze them critically and artistically. In addition, students continue to explain the influence of Roman culture on the progress of Western civilization.

Grades 9-12 Outline

1. Reading: Goal--to understand the written language

    1.1 Pronounce unfamiliar written words, phrases, and sentences
    1.2 Read aloud a selected passage with appropriate intonation and correct pronunciation, stress, and rhythm
    1.3 Identify parts of speech and distinguish complex grammatical forms and structures
    1.4 Read and understand concrete words, simple phrases, and sentences
    1.5 Respond to written questions of the who, what, where, how, when, why, how many/much type
    1.6 Follow written commands and directions
    1.7 Recall facts and list details from material read
    1.8 Paraphrase/summarize material read
    1.9 Predict outcomes
    1.10 Draw inferences as to the moral/theme of passage
    1.11 Draw inferences, as to parallels, and relevance to modern life

2. Writing: Goal--to write using appropriate structures, patterns, and vocabulary

    2.1 Write answers to questions of the who, what, when, where, how, how much/many type
    2.2 Write controlled sentences and paragraphs with accurate grammatical structures
    2.3 Write descriptive sentences about people, places, things, and activities
    2.4 Write sentences and paragraphs on assigned topics

3. Derivation: Goal--to determine the meaning of words in English and other languages

    3.1 Recognize and understand Latin expressions used in modern life
    3.2 Recognize and understand abbreviations of Latin expressions used in modern life
    3.3 Recognize English words as direct derivatives from Latin
    3.4 Recognize English words as direct derivatives from the Romance languages
    3.5 Recognize English words as direct derivatives from Latin roots
    3.6 Categorize Latin and English words according to "word families"
    3.7 Recognize English words derived from Latin words with minor modifications
    3.8 Recognize English words derived from the Romance languages with minor modifications
    3.9 Categorize English and Latin words according to families formed by adding prefixes
    3.10 Identify and understand English suffixes derived from Latin endings
    3.11 Locate and organize information in order to arrive at reasonable conclusions about the meanings and spellings of words
    3.12 Recognize the differences in status of old and new meanings of words
    3.13 Recognize the influence of specific historical events upon the development of the English language

4. Culture and Literature: Goal--to understand Greco-Roman culture and literature and their impact on Western civilization

    4.1 Identify geographical features
    4.2 Identify geographical features and their relationship to culture
    4.3 Identify geographical features and their relationship to history
    4.4 Name and describe geographical features found in literature
    4.5 Name and describe major historical events and individuals
    4.6 Describe the customs and patterns of military life
    4.7 Name and describe outstanding achievements of the Roman people in the arts, literature, science, politics, engineering, and architecture
    4.8 Name and describe major mythological stories

4.9 Recognize the relationship of mythology and religion to the life of the Romans
4.10 Recognize the relationship of mythology and religion to the literature of the Romans
4.11 Name and describe allusions to mythological characters as found in post-Roman literature
4.12 Name and describe various types of Greek and Roman literature
4.13 Name and describe the various elements of literature
4.14 Name and describe common literary terms
4.15 Recognize the impact of Latin literature on Western literature
4.16 Recognize the impact of classical culture upon Western civilization

SECOND LANGUAGE STUDIES/CLASSICAL LATIN

Grade Level: 9-12 Skills/Subject Area: Reading/Latin

COMPETENCY GOAL 1: The learner will understand the written language.

Objectives	Measures
1.1 Pronounce unfamiliar written words, phrases, and sentences.	1.1.1 Pronounce a series of new words.
	1.1.2 Read aloud unfamiliar Latin practice sentences.
1.2 Read aloud a selected passage with appropriate intonation, and correct pronunciation, stress, and rhythm.	1.2.1 Read aloud an unfamiliar dialogue.
	1.2.2 Learn a song or poem; sing or recite it from memory.
	1.2.3 Learn a written mini-drama that deals with a cultural value; then present it with appropriate rhythm, stress, intonation, and pronunciation.
	1.2.4 Read short, representative literary selections; then memorize specified excerpts and quote them to classmates using proper pronunciation, stress, rhythm, and intonation.
1.3 Identify parts of speech and distinguish complex grammatical forms and structures.	1.3.1 Read a sentence and identify participles, gerunds, and gerundives.
	1.3.2 Read a sentence containing an ablative construction; then identify the construction and provide an appropriate translation.
	1.3.3 Read a sentence containing a specific type of clause; then translate the verbs into the appropriate tense.
	1.3.4 Read a sentence containing a statement and translate the infinitive as a verb in the appropriate tense.

Grade Level: 9-12

Skills/Subject Area: Reading/Latin

COMPETENCY GOAL 1: The learner will understand the written language.

Objectives	Measures
1.4 Read and understand concrete words, simple phrases, and sentences.	1.4.1 Read a list of concrete objects and then find them.
	1.4.2 Read a list of abstract nouns and find pictures illustrating them.
	1.4.3 Read a list of action sentences and find pictures illustrating the actions.
1.5 Respond to written questions of the who, what, where, how, when, why, how many/much type.	1.5.1 Read a short paragraph; then answer two true/false questions of the who, what, where, when type.
	1.5.2 Read an unfamiliar passage; then respond to questions given prior to the reading.
1.6 Follow written commands and directions.	1.6.1 Choose from a hat a slip of paper on which a command is written; then execute the command.
	1.6.2 Follow test directions given in Latin.
1.7 Recall facts and list details from material read.	1.7.1 Read a myth and tell three facts about the god in the myth.
	1.7.2 Read the "Labors of Hercules" and list the twelve labors in order.
1.8 Paraphrase/summarize material read.	1.8.1 Study appropriate grammar, vocabulary, and pronunciation; then read a selection and summarize in English what was read.
	1.8.2 Read a short selection and paraphrase what was read.

Grade Level: 9-12

Skills/Subject Area: Reading/Latin

COMPETENCY GOAL 1: The learner will understand the written language.

Objectives	Measures
1.9 Predict outcomes.	1.9.1 Read a short story and two alternative endings for it; then choose whether the original ending or one of the alternatives was preferred.
	1.9.2 Read a story with its ending omitted and either discuss what the ending should be or write an ending to the story.
1.10 Draw inferences as to the moral/theme of the passage.	1.10.1 Read a fable from which the moral has been omitted; then express in her/his own words what the moral should be.
	1.10.2 Read a literary selection and discuss whether the main theme was love, hate, despair, or a combination of these feelings.
1.11 Draw inferences, as to parallels, and relevance to modern life.	1.11.1 Read an historical passage, song, or poem and then discuss similarities/differences between her/his culture, and the culture depicted in the reading selection.
	1.11.2 Read a short story, drama, or oration, and write of its historical, political, social, and economic significance to modern society.

SECOND LANGUAGE STUDIES/CLASSICAL LATIN

Grade Level: 9-12 Skills/Subject Area: Writing/Latin

COMPETENCY GOAL 2: The learner will develop the skill to write using appropriate structures, patterns, and vocabulary.

Objectives	Measures
2.1 Write the answers to questions of the who, what, when, where, how, how much/many type.	2.1.1 View a picture and write answers to questions about its content, such as "What action is taking place?"
	2.1.2 Listen to and view five frames of a filmstrip; then answer in writing questions concerning factual information.
2.2 Write controlled sentences and paragraphs with accurate grammatical structures.	2.2.1 Rewrite a sentence with a new specificed subject, making all necessary changes.
	2.2.2 Rewrite a sentence, changing the verb form, and making any other necessary changes.
	2.2.3 Listen to a passage dictated at normal speed from a text appropriate to the language level, and write what is heard.
	2.2.4 Expand several incomplete sentences into complete sentences.
	2.2.5 Rewrite a passage by changing its tense.
	2.2.6 Use appropriate forms, spelling, and punctuation to write a passage dictated from unfamiliar material.

Grade Level: 9-12

Skills/Subject Area: Writing/Latin

COMPETENCY GOAL 2: The learner will develop the skill to write using appropriate structures, patterns, and vocabulary.

Objectives	Measures	
2.3. Write descriptive sentences about people, places, things, and activities.	2.3.1	View color slides and describe in writing their content and their effect on her/him.
	2.3.2	View a picture of people in action, and describe the people and actions.
	2.3.3	Write a sentence about a given noun, e.g., *agricola*, using adjectives to modify it.
	2.3.4	Read a fairy tale and state its main plot in one or two written sentences.
	2.3.5	State in writing whether the story in 2.3.4 was myth, legend, or tale.
	2.3.6	Read a selection; then write a summary of the major events in sequence, using complete sentences.
2.4 Write sentences and paragraphs on assigned topics.	2.4.1	Review appropriate vocabulary, sentence structure, grammatical forms, spelling, and punctuation; then write a composition on a topic of personal interest.
	2.4.2	Study the corrected composition in 2.4.1; then rewrite it, correcting two of its major mistakes.
	2.4.3	Discuss main characteristics of a fable; then read an unfamiliar fable from which the moral has been omitted, and write her/his own moral based on the reading.
	2.4.4	Review the different tenses, and write a composition pertaining to the past, present, or future.

SECOND LANGUAGE STUDIES/CLASSICAL LATIN

Grade Level: 9-12 Skills/Subject Area: Derivation/Latin

COMPETENCY GOAL 3: The learner will determine the meaning of words in English and other languages.

Objectives		Measures	
3.1	Recognize and understand Latin expressions used in modern life.	3.1.1	Match Latin expressions to their English equivalents.
		3.1.2	Write English sentences which include Latin phrases chosen from a prepared list.
3.2	Recognize and understand abbreviations of Latin expressions used in modern life.	3.2.1	Match the abbreviation to the Latin phrase.
		3.2.2	Match Latin abbreviations to their English equivalents.
3.3	Recognize English words as direct derivatives from Latin.	3.3.1	List twenty English words directly derived from Latin.
		3.3.2	Identify English words in a reading selection which are directly derived from Latin.
3.4	Recognize English words as direct derivatives from the Romance languages.	3.4.1	Make a list of English words directly derived from Spanish.
		3.4.2	Make a list of English words directly derived from French.
3.5	Recognize English words as direct derivatives from Latin roots.	3.5.1	Make a poster listing the Latin nominative and genitive singular on the left side, and the English equivalent on the right.
		3.5.2	Write English words formed from the participial stem when given a list of Latin present participles.
3.6	Categorize Latin and English words according to "word families".	3.6.1	Construct a mobile illustrating English and Latin "word families".
		3.6.2	Draw a "word family", labeling each member.

Grade Level: 9-12 Page 2

Skills/Subject Area: Derivation/Latin

COMPETENCY GOAL 3: The learner will determine the meaning of words in English and other languages.

Objectives	Measures
3.7 Recognize English words derived from Latin words with minor modifications.	3.7.1 Give the English derivatives from a list of Latin adjectives formed from nouns by adding -alis.
	3.7.2 Choose from four words the correct meaning of an English word underlined in a sentence.
3.8 Recognize English words derived from the Romance languages with minor modifications.	3.8.1 Work a crossword puzzle using English words derived from Romance languages.
	3.8.2 Match the English word with the language of its origin.
3.9 Categorize English and Latin words according to families formed by adding prefixes.	3.9.1 Make a bulletin board using a drawing of a tree having the root word on its trunk. Put derivatives of the root word, formed by adding prefixes, on the tree's limbs.
	3.9.2 Make a list of the Latin compounds of fero.
3.10 Identify and understand English suffixes derived from Latin endings.	3.10.1 Form new Latin and English words using a list of suffixes.
	3.10.2 Identify the Latin suffix and root in a list of English words.
3.11 Locate and organize information in order to arrive at reasonable conclusions about the meanings and spellings of words.	3.11.1 Supply the proper letter in a list of English derivatives which have a key letter omitted.
	3.11.2 Correct a list of misspelled English words, giving the reasons for the corrections.

Grade Level: 9-12

Skills/Subject Area: Derivation/Latin

COMPETENCY GOAL 3: The learner will determine the meaning of words in English and other languages.

Objectives	Measures
3.12 Recognize the differences in status of old and new meanings of words.	3.12.1 Trace the degeneration of meaning for words whose meanings have changed over time.
	3.12.2 Draw pictures representing the old and new meanings of words.
3.13 Recognize the influence of specific historical events upon the development of the English language.	3.13.1 Research an historical event and explain its influence on the development of the English language (e.g., the Norman conquest of Great Britain).
	3.13.2 Discuss the Christianization of Great Britain and its effect on language (e.g., the addition of ecclesiastical terms derived from Latin).

SECOND LANGUAGE STUDIES/CLASSICAL LATIN

Grade Level: 9-12

Skills/Subject Area: Culture and Literature/Latin

COMPETENCY GOAL 4: The learner will develop an understanding of Greco-Roman culture and literature and their impact upon Western civilization.

Objectives	Measures
4.1 Identify geographical features.	4.1.1 Trace on a map the extent of the travels of Jason and the Argonauts.
	4.1.2 Show on a map, the conquests of Caesar (e.g., Province, Greater Gaul, Germania, and Helvetia).
4.2 Identify geographical features and their relationship to culture.	4.2.1 Locate on a map the natural boundaries separating Germany from Gaul.
	4.2.2 Locate on a map three parts of Gaul and discuss the cultural differences.
4.3 Identify geographical features and their relationship to history.	4.3.1 Locate on a map and discuss the Roman camps which became European cities.
	4.3.2 Locate on a map and discuss Pompeii, and Mount Vesuvius, and their importance in history.
4.4 Name and describe geographical features found in literature.	4.4.1 Translate a reading selection about Jason and trace the route he and the Argonauts followed.
	4.4.2 Read Pliny's letter about the eruption of Vesuvius, and build a landscape of Pompeii, locating Pliny's position during the eruption.
4.5 Name and describe major historical events and individuals.	4.5.1 Construct a timeline of the major historical events of the Roman empire.
	4.5.2 Choose an important figure in Roman history from names supplied by the teacher, and list five significant facts about her/his life.

Grade Level: 9-12

Skills/Subject Area: Culture and Literature/Latin

COMPETENCY GOAL 4: The learner will develop an understanding of Greco-Roman culture and literature and their impact upon Western civilization.

Objectives	Measures
4.6 Describe the customs and patterns of military life.	4.6.1 Draw a plan of the Roman castra. 4.6.2 Match pictures with names of appropriate armaments.
4.7 Name and describe outstanding achievements of the Roman people in the arts, literature, science, politics, engineering, and architecture.	4.7.1 Choose a Roman architectural landmark and write a brief report on it. 4.7.2 Make a chart and identify the various offices of the Roman empire and the various duties they entailed.
4.8 Name and describe major mythological stories.	4.8.1 Make a file or videotape depicting the judgment of Paris. 4.8.2 Present a slide/tape show recreating the story of Orpheus.
4.9 Recognize the relationship of mythology and religion to the life of the Romans.	4.9.1 Re-enact with other students the sacrifice before battle. 4.9.2 Study and discuss the value of sacrifice before a wedding ceremony.
4.10 Recognize the relationship of mythology and religion to the literature of the Romans.	4.10.1 Recognize the invocation of the muses as a characteristic of epic poetry. 4.10.2 Recognize a mythological character and his punishment (e.g., Aeneas in his descent to the Lower World).

Grade Level: 9-12

Skills/Subject Area: Culture and Literature/Latin

COMPETENCY GOAL 4: The learner will develop an understanding of Greco-Roman culture and literature and their impact upon Western civilization.

Objectives	Measures
4.11 Name and describe allusions to mythological characters as found in post-Roman literature.	4.11.1 Identify mythological references in *Paradise Lost*.
	4.11.2 Identify mythological references in *Pygmalion*.
4.12 Name and describe various types of Greek and Roman literature.	4.12.1 List five characteristics of an epic and cite specific examples from the *Iliad*.
	4.12.2 Categorize various selections of literature according to genre.
4.13 Name and describe the various elements of literature.	4.13.1 Scan lines of dactylic hexameter.
	4.13.2 Read a literary work and analyze it according to theme, setting, character, and plot.
4.14 Name and describe common literary terms.	4.14.1 Identify feet of line of dactylic hexameter as to spondee, dactyl, and trochee.
	4.14.2 Locate *caesura* in a line of dactylic hexameter.
4.15 Recognize the impact of Latin literature on Western literature.	4.15.1 Discuss orally or in writing the mythological basis of Tennyson's "Ulysses" and "Tithonus".
	4.15.2 Read excerpts from great works of literature, and describe their mythological allusions.

Grade Level: 9-12

Skills/Subject Area: Culture and Literature/Latin

COMPETENCY GOAL 4: The learner will develop an understanding of Greco-Roman culture and literature and their impact upon Western civilization.

Objectives	Measures
4.16 Recognize the impact of classical culture upon Western civilization.	4.16.1 Trace the development of the Twelve Tables of Law into modern Western law.
	4.16.2 Research origins of geographical names to discover their classical sources.

APPENDICES

APPENDIX A

House Bill 1567*

A BILL TO BE ENTITLED AN ACT TO ENACT THE ELEMENTARY AND SECONDARY SCHOOL REFORM ACT OF 1984.

The General Assembly of North Carolina enacts:

Section 1. This act may be referred to as the "Elementary and Secondary School Reform Act of 1984."

Section 2. G.S. 115C-81(a) is amended by deleting the first paragraph and substituting the following:

"Standard Course of Study. It is the policy of the State of North Carolina to insure a quality education to every child residing in North Carolina. To this end, the General Assembly directs the State Board of Education to develop a standard course of study to be offered to every child in North Carolina public schools and to submit the proposed standard course of study to the General Assembly by October 15, 1984.

The standard course of study shall reflect a rigorous academic course of study stressing mastery of integrated knowledge based on mastery of competencies in the basic skill areas rather than the study of isolated disciplines. To this end, the State Board of Education is directed to undertake a statewide audit of current curricula and to refine the curricula as required to comply with this policy. The standard course of study:

1. shall stress mastery of integrated knowledge;

2. should provide students with the specific competencies needed to gain employment or to continue their education;

3. should provide students with the skills necessary to cope with contemporary society;

4. shall contain a vocational education component designed to meet the State's and local anticipated career training needs;

5. shall provide for a program of continuous learning based upon the individual child's need, interest, and stages of development, so that the program has a nongraded structure of organization;

6. shall set forth what subjects shall be taught in each grade, and outline the basal and supplementary books on each subject to be used in each grade;

7. shall include a core curriculum for all students plus additional elective curriculum choices to meet the varied needs and interests of students;

8. shall establish a minimum length of the instructional day;

9. shall prescribe standards for student performance and promotion and may consider appropriate levels at which remediation should begin; and

10. shall describe appropriate class size for each course required by the standard course of study; staffing levels to support the standard course of study, and may include minimum staffing for schools, regardless of size, where such schools are determined to be essential to serve pupils located in isolated geographic areas; minimum facility requirements for the standard course of study; minimum material requirements for the standard course of study; and such other information the Board finds necessary to enable the General Assembly to allocate appropriate resources to implement the plan."

*Includes only that portion of HB 1567 addressed by the Basic Education Program for North Carolina's Public Schools, the North Carolina Standard Course of Study, and the North Carolina Competency-Based Curriculum.

APPENDIX B

16 NCAC 2E.0103; STANDARD COURSE OF STUDY: POLICIES

(a) Definitions. As used in this Rule:
  (1) "Standard Course of Study" means the program of course work for each of the various subjects taught in the elementary and secondary schools of the state, together with competency goals and performance indicators, as defined in (4) and (5) of this subsection, which have been adopted by the state board pursuant to G. S. 115C-81 (a) and subsection (b) of this Rule.
  (2) "Curriculum guide" means a document prepared by the State Department of Public Instruction for each subject or area of study listed in the Standard Course of Study, including suggestions as to suitable instructional aids, textbooks and supplementary resources, learning experiences and teaching methods.
  (3) "Course unit" means a minimum of 150 clock hours of instruction. Short courses will be credited in an amount corresponding to the fractional part of a total unit.
  (4) "Competency goals" means the ends toward which student learning is directed.
  (5) "Performance indicators" means quantitative measures of progress toward competency goals.

(b) The state board shall adopt and periodically review the Standard Course of Study, upon recommendation of the State Superintendent and pursuant to a public hearing and any changes the board deems appropriate. The Standard Course of Study shall be published by the state board. Copies of the Standard Course of Study and the curriculum guides may be obtained from the Department of Public Instruction, 116 W. Edenton Street, Raleigh, N. C. 27611.

(c) The Standard Course of Study shall include, at a minimum, a kindergarten through 12th grade program of studies in the following areas:
  (1) citizenship, including the social studies-economics, history, government, sociology and human relations;
  (2) communications, including foreign languages, educational media, and all phases and applications of English-language arts;
  (3) cultural arts, including the fine and performing arts, recreation and avocations, addressed to both performance and consumer objectives;
  (4) healthful living, including personal and community health, physical education, recreation, and safety;
  (5) mathematics, including computational, problem solving, and consumer skills and substantive advanced elective sequences;
  (6) science, including the basic study of all living and nonliving things as well as advanced elective sequences; and

(7) vocational, including a developmental design, moving from occupational exploration in the middle grades, to selective specialization in the senior high school, as set out in the state Master Plan for vocational education.

(d) The development of subject and course content in the study areas listed in (c) of this Rule shall include, as appropriate for the various grade levels, the study of Americanism, the government of the State of North Carolina, the government of the United States, fire prevention, harmful or illegal drugs including tobacco and alcohol, and the free enterprise system.

(e) The Standard Course of Study shall be implemented in the kindergarten through eighth grades through an appropriate developmental program in each study area for individual pupils. Summer school for these grades is considered an integral part of the regular school term. The Standard Course of Study shall be implemented in the 9th through 12th grades through a program of representative course offerings in each study area.

(f) Graduation Requirements

(1) In addition to the requirements of 16 NCAC 2G.0702, students graduating during or after the 1986-87 school year must successfully complete 20 courses units in grades 9 through 12 to be graduated from high school. These course units must include the following:

(A) four course units in English;
(B) two course units in mathematics;
(C) two course units in social studies; one unit in government and economics, and one unit in United States history;
(D) two course units in science, one unit in a life science or biology, and one unit in one of the physical sciences;
(E) one course unit in physical education and health;
(F) nine course units to be determined by the local education agency. These may be undesignated electives or designated from the study areas described in subsection (c) of this Rule.

(2) Course work successfully completed in the ninth grade at a school system where course units are not awarded in the ninth grade shall be deemed to satisfy the requirements of (1) of this subsection.

(3) Course work successfully completed by students in grades 9 through 12 at a summer school session may be used to satisfy the requirements of (1) of this subsection. Course units so taken shall be earned in the same manner as otherwise provided in this Rule, except that for students repeating courses in summer school the principal shall determine the hours of instruction required to be repeated.

(4) Course work successfully completed by students in grades 9 through 12 at an off-campus institution may be used to satisfy the requirements of (1) of this subsection. No high school may approve enrollment in post-secondary institutions during the regular school year in excess of five percent of its enrollment in grades 10-12 except as approved by the State Board of Education. Enrollment under this policy in community college institutions shall be in accordance with 16 NCAC 2E.0301.

History Note: Statutory Authority G. S. 115C-12(9)c; G. S. 115C-81(a);
Eff. February 1, 1976
Readopted Eff. February 3, 1978;
Amended Eff. April 1, 1983; June 8, 1979

APPENDIX C

COURSE REQUIREMENTS FOR HIGH SCHOOL GRADUATION

Course Units	Subjects
4	English
2	Mathematics
2	Social studies (1 unit in government and economics, 1 unit in United States History)
2	Science (1 unit in a life science or biology, 1 unit in one of the physical sciences)
1	Physical education and health
9	Determined by the local education agency (these may be undesignated electives or designated in the study areas of citizenship, communications, the arts, healthful living, mathematics, science, vocational education)
20 Total Course Units	

APPENDIX D

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN A

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged to pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II, one beyond Algebra II	4
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, World Cultures (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of three	3
	22

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

NORTH CAROLINA STATE BOARD OF EDUCATION
NORTH CAROLINA SCHOLARS' PROGRAM

PLAN B

The North Carolina State Board of Education, believing that the success of our State and Nation depends on the full development of our youth and that some students should be encouraged the pursue a well-balanced but more vigorous high school program, institutes a North Carolina Scholars' Program with concentration in one or more program areas. In order to allow more flexibility in the program, consideration should be given to the optional sequence of courses listed below as an alternative to Plan A.

Beginning with the 1983-84 school year, students satisfactorily completing requirements as identified by the State Board shall be named North Carolina Scholars and receive special recognition by the State Board.

Course Requirements

Program Area	Units
English	4
Mathematics - Algebra I, Geometry, Algebra II	3
Science - Biology, Chemistry, Physics (or in lieu of Physics, one other advanced science)	3
Social Studies - U. S. History, Government/Economics, one additional social studies (Prior to 1987, U. S. History plus two elective units)	3
Foreign Languages - two levels of the same language	2
Health, P. E.	1
Vocational Education	1
Arts Education	1
Electives - minimum of four (concentrations may be selected as listed below)	4
	22

Concentrations

Mathematics - at least one additional advanced unit (balance - 3 electives)

Science - at least one additional advanced unit (balance - 3 electives)

Social Studies - at least one additional unit (balance - 3 electives)

Foreign Languages - at least two additional units of the same language (balance - 2 electives)

Health, P. E. - at least three additional units (balance - 1 elective)

Arts Education - as least three additional units (balance - 1 elective)

Vocational Education - at least three additional units (balance - 1 elective) Three of the minimum four units required for concentration in vocational education must be related to the same vocational objective. Additional units may be related to the same vocational objective or may be in other vocational areas.

Additional Requirement

Students must have an overall four year grade average of B or its equivalent as determined by the local board of education. Equivalency may be determined by numerical grades or weighted grade point averages.

Recognition

1. Students meeting all requirements for a North Carolina Scholars' Program will receive from the State Board of Education an appropriate seal of recognition to be affixed to the diploma.

2. Special recognition events should be held in the school and community to honor the students and their parents. These should include appropriate, special recognition at graduation exercises.

3. The State of North Carolina as well as business and industry should consider awarding other special recognitions to these students.

4. Colleges and universities should consider the North Carolina Scholars' achievement when making decisions concerning acceptance by their institutions.

5. An identification of potential candidates for this achievement should be made at the end of grade 11. Candidates would include those students who, after completing their selected senior courses with the designated grade average, would be eligible for recognition. This identification of candidates would reinforce the students' efforts to achieve the recognition and could also be included on their application forms and/or transcripts to colleges and universities.

APPENDIX E

NORTH CAROLINA COMPETENCY-BASED CURRICULUM

Sample Page

Grade Level: 6 Skills/Subject Area: Social Studies/Knowledge

Competency Goal: 1. The learner will know that ways of living change over time and how and why these changes occur (history).

OBJECTIVES	MEASURES
1.1 Identify changes which have occurred in Europe and/or the Soviet Union.	1.1.1 List changes which have occurred when given an appropriate series of photographs depicting changes in ways of living (dress, housing, work, transportation, and entertainment) in Europe and/or the Soviet Union.
	1.1.2 Draw a picture depicting what s/he believes to be the most significant change to have taken place in Europe or the Soviet Union; describe the picture and explain her/his reasoning aloud to the rest of the class.
1.2 Identify the effect of important changes which have occurred in Europe or the Soviet Union.	1.2.1 Place the examples in chronological order when given appropriately chosen examples of change in Europe or the Soviet Union.
	1.2.2 Match the changes to the resulting effects and identify the country in which each change/effect occurred when given a list of changes and a list of effects.

APPENDIX F

TESTING REQUIREMENTS

Annual Testing Program

The Annual Testing Program consists of standardized tests in reading, language arts, and mathematics administered at grades 1, 2, 3, 6, and 9.* Beginning with science and social studies tests, other skills and subject areas may be added to this program in the future.

Promotion Testing

Phase 1: A student in grades 3, 6, or 8 who scores at or above the 25th percentile (total battery) in the Annual Testing Program meets the State standard for promotion and must them meet local requirements. A student who scores at the 24th percentile or below enters phase two.**

Phase 2: In phase two, a student is tested for mastery of competencies on a test developed by the State Board of Education. Students who demonstrate mastery meet State requirements and then must meet local requirements. Students who do not demonstrate mastery must be retained or attend a State-supported summer remediation program. Students attending the summer program will be assessed to determine whether they have mastered the minimum standards. Those who demonstrate mastery will have met State standards and may be promoted if they have also met local requirements. Those who have not demonstrated mastery will be retained.

End of Course Testing

End of Course Testing is conducted at the secondary level in Algebra I and biology. It is anticipated that up to 20 other courses may be added to this program by the year 1990.

Minimum Competency Testing

Students in grade 11*** are tested for mastery of minimum competencies in the areas of reading and mathematics. In order to graduate from high school, students must receive a passing score on all areas of the Minimum Competency Test.

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* It is anticipated that testing will be moved from grade 9 to grade 8.

** The State standard will not apply to students already retained in the same grade span or certified as trainable mentally handicapped, educable mentally handicapped, or severely/profoundly mentally handicapped. Students otherwise handicapped may also be exempted according to standards and procedures developed by the State Board of Education.

*** It is anticipated that testing will be moved from grade 11 to grade 10.

APPENDIX G

TEXTBOOK ADOPTION PROCESS IN NORTH CAROLINA*

The first step in the adoption of basic textbooks is the appointment of a Textbook Commission as set forth in G.S. 115C-87. The law provides that the Textbook Commission shall be composed of fourteen members to be appointed by the Governor upon the recommendation of the State Superintendent of Public Instruction. The law further prescribes that seven of the members shall be outstanding teachers or principals in the elementary school grades, that five shall be outstanding teachers or principals in the high school grades, and that two shall be lay members, one of which shall be the parent of an elementary school student, and one of which shall be the parent of a high school student, with the added proviso that one of the members may be a county or city superintendent.

The State Board of Education authorizes textbook adoptions as set forth in G.S. 115C-85 and 86. The State Superintendent notifies members of the Textbook Commission that there is to be an adoption in a given subject area or areas. The State Superintendent also notifies all registered textbook publishers of the adoption call and invites them to submit any materials they would like to have considered.

Members of the Textbook Commission evaluate all textbooks offered for adoption.

All books submitted are viewed and evaluated within a frame of reference determined by the State course of study. Pursuant to a call and prior to reviewing materials, members of the Textbook Commission and the professional staff of the Department of Public Instruction engage in a thorough overview of the program of studies and develop a concise statement of philosophy, goals, and objectives for the course or subject area under consideration. This statement also reflects any changes or innovations in the program and takes into account current trends and emphases stemming from sound, authoritative research, and experimentation.

In the review and evaluation process each Commission member secures the help of as many advisers as he or she may choose. The number will vary but the usual practice has been for each member to select eight to twelve such advisers. Special expertise in the subject area under consideration is the main criterion in choosing advisers. Each Commission member tries to secure a representative group including classroom teachers, college personnel, supervisory and administrative personnel, and possibly laymen and students.

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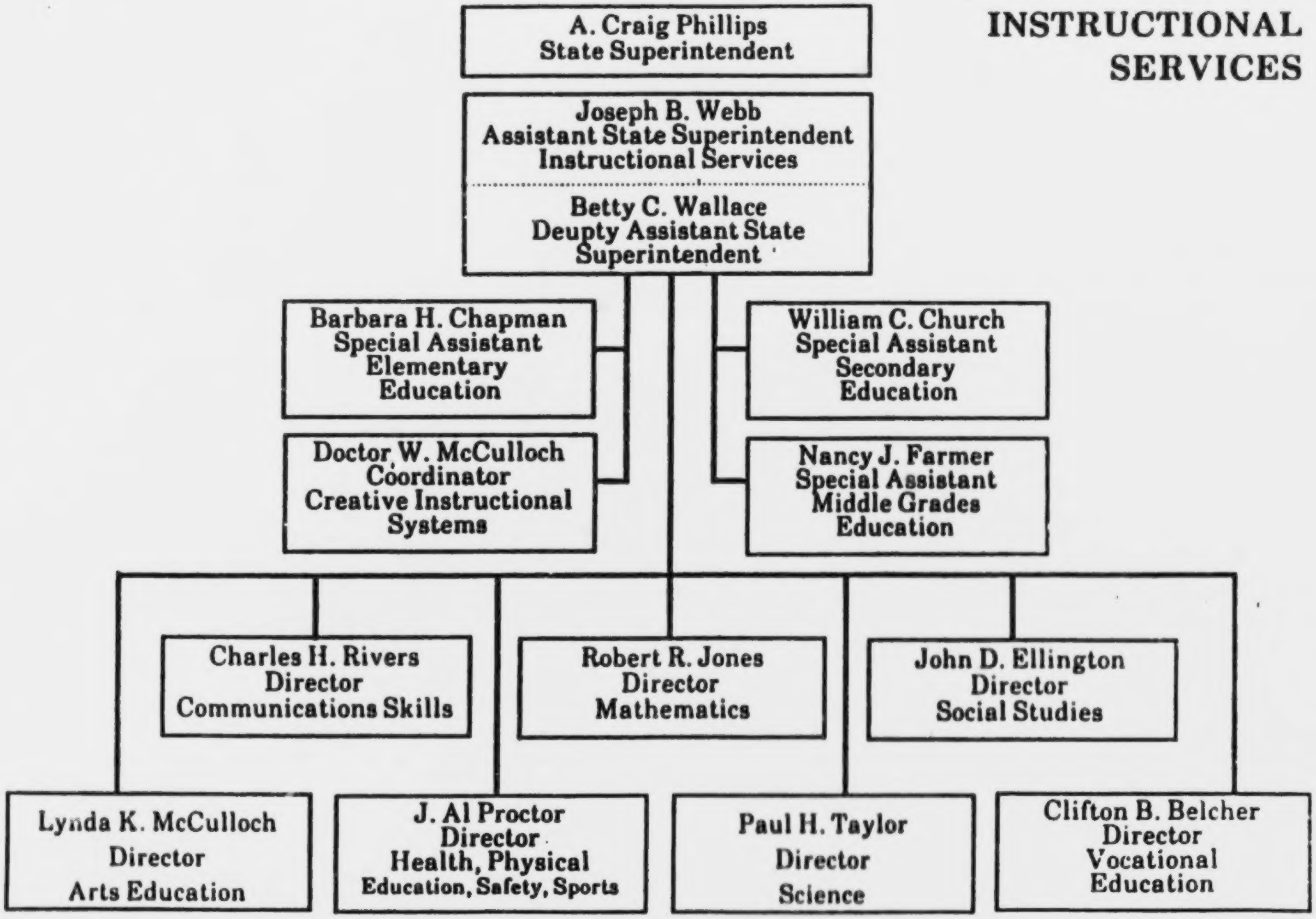
*From North Carolina State Adopted Basic Textbooks 1984-85. Raleigh, NC: Division of Textbooks, Controller's Office, Department of Public Education, 1984.

When the review process is completed, each Commission member files a written evaluation of every book submitted. These evaluation reports must be signed by the member making the report and the Commission Chairman delivers them to the State Superintendent who is also Secretary to the State Board of Education. At the next meeting of the Board of Education, after evaluation reports are filed, the members of the Textbook Commission meet with the Board for joint review and consideration of the reports. In the evaluation of basic textbooks the members of the Commission do not concern themselves in any way with the price of the book or its physical features.

Following the joint session of the Textbook Commission and the State Board to consider the findings and recommendations of the Commission, the State Board officially calls for sealed bids on those books which the Textbook Commission found to be most appropriate for implementing the desired program of instruction in North Carolina schools. Bids are customarily received on five to eight books. At the next meeting or at another designated regular meeting of the Board, the bids are opened and contracts awarded. Where significant differences in the appropriateness of books were noted by the Textbook Commission, the State Board traditionally has placed priority on securing the best materials available.

INSTRUCTIONAL SERVICES



A. Craig Phillips
State Superintendent

Joseph B. Webb
Assistant State Superintendent
Instructional Services

Betty C. Wallace
Deupty Assistant State
Superintendent

Barbara H. Chapman
Special Assistant
Elementary
Education

William C. Church
Special Assistant
Secondary
Education

Doctor W. McCulloch
Coordinator
Creative Instructional
Systems

Nancy J. Farmer
Special Assistant
Middle Grades
Education

Charles H. Rivers
Director
Communications Skills

Robert R. Jones
Director
Mathematics

John D. Ellington
Director
Social Studies

Lynda K. McCulloch
Director
Arts Education

J. Al Proctor
Director
Health, Physical
Education, Safety, Sports

Paul H. Taylor
Director
Science

Clifton B. Belcher
Director
Vocational
Education

APPENDIX I

Suggestions for Additions to or Revisions of the

North Carolina Competency-Based Curriculum

1. Suggestion for: A. addition / / B. revision / / (please check one)

2. Skills/Subject Area: ______________________________
(e.g., Mathematics, Social Studies, Science)

3. Page Number: ______

4. Addition/Revision to: (please check & give number)

Introduction	/ /	
Competency Goal	/ /	Number: ______
Objective	/ /	Number: ______
Measure	/ /	Number: ______

5. SUGGESTION: ______________________________

6. Name of person submitting suggestion: ______________________________
Place of employment: ______________________________
Employed as: ______________________________
Address: ______________________________

Please return this form to: Joseph B. Webb
Assistant State Superintendent
for Instructional Services
Education Building, Raleigh, NC 27611